

(TOP)

ERIC REPORT RESUME

001

ERIC ACCESSION NO.

ED 013 344

CLEARINGHOUSE
ACCESSION NUMBER
00 000 000RESUME DATE
15 -01- 68

P.A.

T.A.

IS DOCUMENT COPYRIGHTED?

YES ☐NO ☐

ERIC REPRODUCTION RELEASE?

YES ☐NO ☐

TITLE

100 100
101 101
102
103RECENT REVIEWS AND BIBLIOGRAPHIC RESOURCES FOR READING RESEARCH.
(ERIC/CRIER READING REVIEW SERIES, VOLUME 1, BIBLIOGRAPHY 1).

PERSONAL AUTHOR(S)

200 200

LAFHEY, JAMES L.

INSTITUTION (SOURCE)

300 300
310

ERIC CLEARINGHOUSE ON READING, BLOOMINGTON, IND.

SOURCE CODE

REPORT/SERIES NO.

OTHER SOURCE

SOURCE CODE

320
330

OTHER REPORT NO.

OTHER SOURCE

SOURCE CODE

340
350

OTHER REPORT NO.

400 400

PUB'L. DATE

-AUG - 67

CONTRACT/GRANT NUMBER

PAGINATION, ETC.

500 500
501

EDRS PRICE MF-\$0.50 HC-\$3.60 88P.

RETRIEVAL TERMS

600 600
601 601
602 602
603 603
604 604
605 605
606 606*ANNOTATED BIBLIOGRAPHIES, *RESEARCH REVIEWS, *READING RESEARCH,
ELEMENTARY GRADES, SECONDARY GRADES, COLLEGE STUDENTS, ADULT
STUDENTS, *LANGUAGE ARTS,

INDIANA UNIVERSITY, CLEARINGHOUSE ON RETRIEVAL OF INFORMATION

IDENTIFIERS

607 607

AND EVALUATION ON READING,

ABSTRACT

800 800
801 801
802 802
803 803
804 805
805 806
806 807
807 808
808
809 809
810 810
811
812
813
814
815
816
817
818
819
820
821
822DESCRIPTIVE ABSTRACTS OF ESPECIALLY USEFUL DOCUMENTS RELATED TO
READING RESEARCH AND PUBLISHED BETWEEN 1957 AND 1966 ARE
PRESENTED. ARTICLES WHICH REVIEWED RESEARCH, ANALYZED TOPICS IN
READING, OR PROVIDED FAIRLY EXTENSIVE LISTS OF REFERENCES ARE
ALPHABETICALLY BY YEAR AND CONTAINS AN AUTHOR INDEX. THE
BIBLIOGRAPHY CAN BE UTILIZED TO GAIN A GENERAL IDEA OF THE
EXISTING SOURCES OF RESEARCH INFORMATION RELATED TO READING.
ALL ITEMS IN THE BIBLIOGRAPHY HAVE APPEARED IN THE PUBLISHED
LITERATURE AND CAN BE LOCATED IN LIBRARIES WITH GOOD COLLECTIONS
OF JOURNAL LITERATURE IN PSYCHOLOGY AND EDUCATION. (RH)

INSTRUCTIONS FOR COMPLETING ERIC REPORT RESUME

The resume is used to identify summary data and information about each document acquired, processed, and stored within the ERIC system. In addition to serving as a permanent record of the document in the collection, the resume is also a means of dissemination. All fields of the form must be completed in the allotted spaces, but inapplicable fields should be left blank. The following instructions are keyed to the line numbers appearing in the left margin of the form:

TOP LINE. ERIC Accession No. Leave blank. A permanent ED number will be assigned to each resume and its corresponding document as they are processed into the ERIC system.

LINE 001. Clearinghouse Accession No. For use only by ERIC Clearinghouses. Enter the alpha code and 6-digit document number.

Resume Date. In numeric form, enter month, day, and year that resume is completed. (Example: 07 14 66)

P.A. Leave blank.

T.A. Leave blank.

Copyright. Check appropriate block to denote presence of copyrighted material within the document.

ERIC Reproduction Release. Check appropriate block to indicate that ERIC has permission to reproduce the document and its resume form.

LINES 100-103. Title. Enter the complete document title, including subtitles if they add significant information. Where applicable, also enter volume number or part number, and the type of document (*Final Report, Interim Report, Thesis, etc.*).

LINE 200. Personal Author(s). Enter personal author(s), last name first. (Example: Doe, John J.) If two authors are given, enter both. (Example: Doe, John J. Smith, Ted). If there are three or more authors, list only one followed by "and others."

LINE 300. Institution (Source). Enter the name of the organization which originated the report. Include the address (*city and State*) and the subordinate unit of the organization. (Example: Harvard Univ., Cambridge, Mass., School of Education.)

Source Code. Leave blank.

LINE 310. Report/Series No. Enter any unique number assigned to the document by the institutional source. (Example: SC-1234)

LINE 320. Other Source. Use only when a second source is associated with the document. Follow instructions for Line 300 above.

Source Code. Leave blank.

LINE 330. Other Report No. Enter document number assigned by the second source.

LINE 340. Other Source. Use only when a third source is associated with the document. Follow instructions for Line 300 above. **Source Code.** Leave blank.

LINE 350. Other Report No. Enter document number assigned by the third source.

LINE 400. Publication Date. Enter the day, month, and year of the document. (Example: 12 Jun 66)

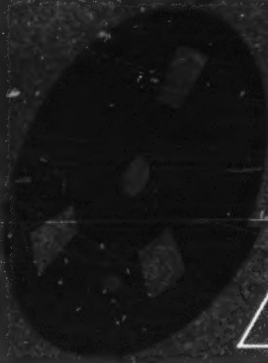
Contract/Grant Number. Applicable only for documents generated from research sponsored by the U.S. Office of Education. Enter appropriate contract or grant number and its prefix. (Example: OEC-1-6-061234-0033)

LINES 500-501. Pagination, etc. Enter the total number of pages of the document, including illustrations and appendixes. (Example: 115p.) **USE THIS SPACE FOR ADDITIONAL INFORMATION PERTINENT TO THE DOCUMENT**, such as publisher, journal citation, and other contract numbers.

LINES 600-606. Retrieval Terms. Enter the important subject terms (*descriptors*) which, taken as a group, adequately describe the contents of the document.

LINE 607. Identifiers. Enter any additional important terms, more specific than descriptors, such as trade names, equipment model names and numbers, organization and project names, discussed in the document.

LINES 800-822. Abstract. Enter an informative abstract of the document. Its style and content must be suitable for public announcement and dissemination.



ERIC
CRIER

**reading
review
series**

ED 013 344

ERIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING

A national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Research Center of the U.S.C.E.

ERIC/CRIER READING REVIEW SERIES

Volume 1

Bibliography 1

**Recent Reviews and Bibliographic
Resources for Reading Research**

**James L. Laffey
Indiana University**

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

August, 1967

The ERIC/CRIER Reading Review Series has been created to disseminate the information analysis products of the Clearinghouse. Analysis of information can take place on a broad continuum ranging from comprehensive reviews of the state of the knowledge in a given area to bibliographies of citations on various topics. Four genres of documents appear in the Reading Review Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, or citations and abstracts, developed on more specific topics in reading. The third type provides short, interpretive papers which analyze specific topics in reading using the existing information collection. The final genre includes comprehensive state-of-the-art monographs which critically examine given topics in reading over an extended period of time.

Recent Reviews and Bibliographic Resources for Reading Research is a publication which provides a collection of general sources of information on reading published over the last ten years. The staff of the Clearinghouse combed the literature to form an initial pool of documents including articles which reviewed research, analyzed topics in reading, or provided somewhat extensive lists of references. The most useful articles were selected for inclusion. The publication is organized alphabetically by year and contains an author index. Descriptive abstracts of the documents are also included. Interested practitioners and researchers can utilize the bibliography to gain a general idea of the existing sources of research information related to reading. Those who are especially interested in specific reports can locate them and read the complete text. Every item in the bibliography has appeared in the published literature and should be available in libraries with good collections of journal literature in psychology and education.

1. Ashcroft, S. C., & Harley, R. K. The visually handicapped. Review of Educational Research, 1966, 36, 75-92.

This chapter from a textbook on the visually handicapped summarizes selected aspects of publications illustrative of the type and quality of activity in this field of special education since 1963. In addition to general problems related to the visually handicapped, significant developments in research related to a standard classification system and uniform eye report forms are reviewed. The medical research concerning isolation and cultivation of the causative viruses leading to blindness and studies related to psychological and technological research in solving problems confronting the visually handicapped are reviewed. The need for the use of performance tests as a supplement to the usual verbal tests in the analysis of potential for the visually handicapped is emphasized. Examples of selected tests are described. Also included in the review are selected studies and surveys in the fields of conceptual ability and abstract functioning. Research studies of Braille, the utilization of residual vision, the development of low-function aids and specialized instruction, and rehabilitation of the blind and the multiply handicapped are described. Seven areas urgently needing study are listed. (93 item bibliography)

2. Barrett, T. C. The relationship between measures of pre-reading visual discrimination and first grade reading achievement: a review of the literature. Reading Research Quarterly, 1965, 1 (1), 51-76.

A review of the literature concerning the relationship between measure of prereading visual discrimination and first grade reading achievement is given. The relative predictive power of visual discrimination of letters, words, geometric designs, and pictures when these abilities are studied individually and in combination is indicated. Studies investigating visual discrimination at the beginning of first grade and reading achievement later in first grade are included. The investigations are presented under three major categories: those that study the relationship between verbal-visual discrimination, those that related non-verbal visual discrimination, and those that compare the relationships of various types of visual discrimination with reading achievement when these relationships are obtained under similar conditions. Tables and references are included. (27 item bibliography)

3. Bateman, Barbara. Learning disorders. Review of Educational Research, 1966, 36, 93-119.

A review of the literature dealing with learning disorders is presented. Overviews and classifications are given. Areas considered are the etiology of learning disorders, characteristics of children

with learning disorders, diagnostic testing, remediation of learning disorders, and issues and needed research. The review does not cover the literature dealing with emotional disturbance as a primary etiological factor in learning disorders. Coverage of the area of learning disorders involving reception and expression of the spoken word is limited. (96 item bibliography)

4. Blount, N. S. Summary of investigations relating to the English language arts in secondary education: 1965. English Journal, 1966, 55, 591-608.

A detailed summary of research for 1965 related to the English language arts is presented. Reviews are confined to those studies representative of quantified findings which permit prediction and generalizations beyond the limits of the specific study. Areas in review include (1) the teaching of literature and reading, from upper elementary through the high school grades; (2) the teaching of punctuation, semantics, spelling, syntax, and written composition, including 2 studies at the college level, the use of the SRA Laboratory as a tool for teaching spelling at the seventh grade level, and the effects on writing of teaching structural and traditional grammar and of no grammar for seventh graders; (3) the teaching of listening at the college and mid-elementary grades. Other investigations reported briefly refer to closed-circuit presentation, remedial English at the college level, the effect of varying the time scheduled for English in high school, and the benefits of a fourth year of high school English upon achievement in the freshman year of college. A critical concluding statement presents problems for further research. (49 item bibliography)

5. Bush, Blanche O. Ten-second reviews. Reading Horizons, 1966, 6, 112-20.

Programs, papers, and research in the area of reading are listed and reviewed. Articles published in educational sources during 1965 are included. Complete bibliographic data are provided for each entry. (35 item bibliography)

6. Gagon, G. S. Modern research and word perception. Education, 1966, 86, 464-72.

A review of the research on word perception is presented under seven headings: 1) word identification and recognition; 2) how much word analysis is needed; 3) structure of written English; 4) linguistics in word recognition; 5) letters and words or technique; 6) modalities used in word perception; and 7) transfer of analysis techniques. (49 item bibliography)

7. Grotberg, Edith H. Learning disabilities and remediation in disadvantaged children. Review of Educational Research, 1965, 35, 413-425.

A review of learning disabilities and remediation in disadvantaged children is presented. Factors associated with the disabilities and remediation are surveyed. These factors include intelligence; school achievement; reading retardation; linguistics and language patterns; perception, conception, cognition and vocabulary and cumulative effects of social and cultural background. Suggestions are made for developing a theoretical system within which research on remediation can be examined. Research on remediation includes programs, experiments, and the role of the teacher. (57 item bibliography)

8. Gunderson, Doris V. Reading readiness: fact and fancy. Journal of the Reading Specialist, 1965, 5, 1-8, 11.

Fourteen studies in the area of reading readiness are surveyed. Much of the research is directed at the child who needs a period of readiness, particularly the culturally disadvantaged child. The validity of readiness tests, the importance of sex differences, and beginning readers are other topics discussed. (14 item bibliography)

9. Harris, T. L., Otto, W., & Barrett, T. C. Summary and review of investigations relating to reading July 1, 1964 to June 30, 1965. Journal of Educational Research, 1966, 59, 243-68.

A summary and review of investigations relating to reading from July 1, 1964 to June 30, 1965 are presented under these headings: 1) the sociology of reading; 2) the psychology of reading; 3) the physiology of reading; and 4) the teaching of reading. The categories are subdivided. (115 item bibliography)

10. Haugh, O. M., & Condon, Edwyna F. Studies of the language arts in grades 7-13 at the University of Kansas. Kansas Studies in Education, 1966, 16, 1-48.

Summaries of 52 studies of the language arts recently completed at the University of Kansas are given under eight headings: 1) studies of grammar and usage; 2) studies of spelling; 3) studies of writing; 4) studies of speaking and listening; 5) studies of literature; 6) studies of readability; 7) studies of reading; and 8) studies of the English teacher and the English curriculum. The studies selected are concerned with problems that are currently being studied by public school teachers of the language arts; only studies on grades seven through 13 are included. The studies are arranged chronologically within each of the eight categories. (18 item bibliography)

11. Hillerich, R. L. An interpretation of research in reading readiness. Elementary English, 1966, 43, 359-64, 372.

The results of 17 studies on reading readiness are summarized and interpreted. All but one of the studies were completed since 1957. Reading readiness is defined, and the differences between traditional and current theory are discussed. Studies of formal readiness instruction in kindergarten are described. Conclusions about kinds of readiness experiences, readiness tests, readiness studies, and the age when children begin readiness and reading instruction are drawn from the reported research. Implications for further research are included. (17 item bibliography)

12. Kephart, N. C. Perceptual-motor aspects of reading. In J. A. Figurel (Ed.), Reading and inquiry. Proceedings of the International Reading Association, 1965, 10, 363-66.

Literature concerning the perceptual-motor aspects of reading is surveyed. Aspects of the perceptual process in reading, which involves all the complexities of perception in general, are discussed. (12 item bibliography)

13. Ketcham, Mrs. H. E. What research says about personality factors and college reading ability. Journal of the Reading Specialist, 1965, 5, 54-58.

A review is given of the studies of personality factors and college reading ability of the past 20 years, with their significant findings. Such areas as family background, personal factors, and academic factors are considered. Characteristics of the studies are discussed. Cooperative research is encouraged. (27 item bibliography)

14. Kingston, A. J. (Ed.) Research for the classroom: cloze procedure, by L. E. Hafner. Journal of Reading, 1966, 9, 415-21.

A survey and discussion of research concerning the cloze procedure are presented. Areas of the research considered are writing and readability, cognitive abilities, personality variables, diagnosis in reading, and the cloze procedure as a teaching tool. (24 item bibliography)

15. Kingston, A. J. (Ed.) Research for the classroom: improving study skills, by P. C. Berg, & V. M. Rentel. Journal of Reading, 1966, 9, 343-48.

A survey of research published during the period of 1920-65 concerning study habits is presented. Different study habits are compared for effectiveness. Skimming techniques are discussed. Suggestions for helping students improve study skills are given. (35 item bibliography)

16. Kingston, A. J. (Ed.) Research for the Classroom: linguistic research and the teaching of reading, by T. G. Devine. Journal of Reading, 1966, 9, 273-77.

Recent research and literature in linguistics and the teaching of reading are summarized. The historical interaction between linguists and reading specialists is discussed. Three areas of linguistic-reading research relating to reading beyond the beginning-reading stages were revealed in a review of the research and literature: (1) linguistic research reminds teachers of reading in high school and college of the primacy of spoken language; (2) linguistic research points to the importance of dialect in the teaching of reading at all levels; and (3) linguistic research may help clarify the relationship between language structure and meaning. (39 item bibliography)

17. Kingston, A. J. (Ed.) Research for the classroom: programed instruction, by A. J. Kingston, and J. A. Wash. Journal of Reading, 1965, 9, 125-30.

Sources of confusion involved in initiating programed instruction in the classroom are listed: (1) specialized vocabulary dealing with the field; (2) types of machinery which range from the highly complex to the very simple; and (3) different modes of programing. The characteristics of true programed formats are given: (1) the materials are designed to that a student sets his own rate of learning; (2) a student must actively interact with the materials; (3) the student's response is immediately reinforced so that he knows whether he is right or wrong; and (4) the content is introduced in small bits in the linear program and in measured bits in the intrinsic program. Research dealing with many phases of programed learning is summarized briefly. (34 item bibliography)

18. Kingston, A. J. (Ed.) Research for the classroom: visual deficiencies and reading disability, by C. L. Rosen. Journal of Reading, 1965, 9, 57-61.

The role of visual sensory deficiencies in the causation of reading disability is discussed. Previous and current research studies dealing with specific visual problems which have been found to be negatively related to successful reading achievement are listed: (1) farsightedness; (2) astigmatism; (3) binocular incoordinations; and (4) fusional difficulties. Four primary responsibilities of the school concerning visual problems as applicable to the classroom teacher are cited: (1) the detection of visual problems; (2) the referral of the child to those professionally qualified; (3) the adjustments of instruction technique, methods and expectations based upon the nature and severity of the visual problem; and (4) leadership and participation in research. (40 item bibliography)

19. Malmquist, E. Reading research in Scandinavia. In J. A. Figurel (Ed.), Reading and inquiry. Proceedings of the International Reading Association, 1965, 10, 399-404.

Problems in teaching reading to Scandinavian primary grade children, 7 to 10 years of age, are reviewed. The first report concerns the effectiveness of part-time remedial reading for eight and nine year old pupils in the third grade in Denmark. Two experimental groups and two control groups were equated in ability, grade placement, and stage of development. Analysis was concerned with reducing the need for later remedial classes, with the effects upon work in Danish, and with over-all behavior and adjustment. A second report relates to the reading readiness problems of 304 first-grade children in Drammen, Norway. Multiple correlation analysis techniques were used with a battery of readiness tests to reach a coefficient of prediction. Also, personality ratings, speech, and language capacities were used in the consideration of predictive values. A third review is concerned with a three-year longitudinal study in Sweden of special reading and writing disabilities. The establishment of a teaching situation synthesizing on-going diagnosis, treatment, and specialized teaching for pupils experiencing difficulty was tested. A fourth and a fifth study, each incomplete at the time of reporting, relate to the effect of the use of typewriters as aids in teaching reading and writing, and to the effects of postponement of cursive writing until third grade. Results will be available in 1967. (6 item bibliography)

20. Mason, G. E., & Prater, Norma J. Early reading and reading instruction. Elementary English, 1966, 43, 483-88, 527.

Literature dealing with early reading and reading instruction is reviewed. The studies and articles are discussed within these categories: (1) children who learned to read prior to school entrance without deliberate training, (2) children who received deliberate training in reading prior to age six, (3) children who entered school prior to age six compared with their older grade-mates, (4) reading readiness training or pretraining for formal reading instruction. Five preliminary conclusions warranted by some comparative studies are listed. (53 item bibliography)

21. Petty, W. T., & Burns, P. C. A summary of investigations relating to the English language arts in elementary education: 1965. Elementary English, 1966, 43, 252-77.

A review of 99 research articles on elementary school English language arts, published from December, 1964, through 1965, is given. The research is summarized under the following categories: (1) reading programs, organization, administration; reading in the kindergarten; beginning instruction; phonics; personality, attitudes

and reading; special problems; oral reading, interests and literature; testing and appraisal; (2) language; (3) listening; (4) spelling; (5) handwriting; and, (6) written composition. (99 item bibliography)

22. Raph, Jane B. Language development in socially disadvantaged children. Review of Educational Research, 1965, 35, 389-400.

Research on language development in socially disadvantaged children is reviewed. Fifty-four studies published from 1930 to 1965 are summarized under the following categories: (1) background studies; (2) antecedents of language deficiency: infant vocalization, development of comprehension, development of cognition, family interactive patterns; (3) characteristics of language deficiency: sensory modalities, quantitative language usage, qualitative language usage, articulatory characteristics; (4) conclusions and needed research. (54 item bibliography)

23. Robinson, H. A., & Muskopf, A. F. High school reading -- 1964. Journal of Reading, 1965, 9, 75-92.

Some professional literature on junior and senior high school reading published in 1964 and earlier is summarized. Sixty-four alphabetically arranged topics are listed. The following emphases are indicated in the current literature: reading instruction as a part of the total high school curriculum, the development of comprehension and study skills, reading interests, library services, the use of paperbacks in high school, developmental reading, the retarded reader and slow learner, and reading instruction and the disadvantaged student. Several articles are summarized under these headings: reading for purposes, skills and techniques, literature, and handicapped readers. (66 item bibliography)

24. Robinson, Helen M., Weintraub, S., & Smith, Helen K. Summary of investigations relating to reading, July 1, 1964 to June 30, 1965. Reading Research Quarterly, 1965, 1 (2), 5-126.

A summary of investigations related to reading, July 1, 1964, to June 30, 1965, is presented under six categories: (1) summaries of specific aspects of reading research; (2) teacher preparation and practices; (3) the sociology of reading; (4) physiology and psychology of reading; (5) the teaching of reading; and (6) reading of atypical learners. Each of the major categories is further subdivided. (236 item bibliography)

25. Rose, I. M. The initial teaching alphabet: premise and promise. In M. P. Douglass (Ed.), On becoming a reader. Proceedings of the Claremont Reading Conference, 1965, 29, 146-53.

The Initial Teaching Alphabet (i.t.a.) is described; the history of attempts at spelling reform is summarized briefly. The premises upon which i.t.a. is built are listed. Research presently in progress in Britain and the United States has so far supported these hypotheses: (1) that the simplicity of i.t.a. will lead to significantly more rapid progress through a series of basal readers; (2) that pupils using i.t.a. will achieve significantly higher scores on reading tests in which lower-order decoding skills have a prominent role in solution; and (3) that pupils will read with significantly greater comprehension with i.t.a. and will be able to transfer this skill to traditional orthography. It was noted that remedial readers and slow learners learn more rapidly with i.t.a. and that children in the i.t.a. program produce superior creative writing sooner. References and tables are included. (9 item bibliography)

26. Ruddell, R. B. Oral language and the development of other language skills. Elementary English, 1966, 43, 489-98.

Research concerning the relationship of oral language skills to the development of other language skills is reviewed under four headings: (1) vocabulary and syntactical language development; (2) oral language development and reading achievement; (3) listening development and reading achievement; and (4) oral language development and writing. Evidently the various communication skills are highly related. Oral language development is considered the underlying base for the development of reading and writing achievement. Several implications for teaching language skills are suggested. (36 item bibliography)

27. Sampson, Olive C. Reading and adjustment: a review of the literature. Educational Research, 1966, 8, 184-90.

The literature concerning the relationship between personality and adjustment and the relevance of this to reading is reviewed. The evidence suggesting an association between reading achievement and personality adjustment is summarized. Whether reading failure causes maladjustment or not is analyzed on the basis relevant research. The kinds of maladjustment involved in reading failure and the problems of terminology and measurement in this area are considered. Evidently, many severely retarded readers also evidence emotional and personality maladjustment, although the casual relation operating between adjustment and reading is interpreted in different ways. A list of publications of the National Foundation for Educational Research is appended. (44 item bibliography)

28. Singer, H. Substrata-factor theory of reading: research and evaluation of critiques. In J. A. Figurel (Ed.), Reading and inquiry. Proceedings of the International Reading Association, 1965, 10, 325-31.

The research support for the substrata-factor theory is summarized. Critiques on the overlapping categories of the theory, its methodology, and its empirical verification are evaluated. Criteria for further evaluation of the theory are included. (40 item bibliography)

29. Spreen, O. Language functions in mental retardation, a review: II. Language in higher level performance. American Journal of Mental Deficiency, 1965, 70, 351-62.

Part II of a review of studies of language functions in mental deficiency is presented. Studies focusing on abstraction in language behavior and the related concepts of a deficiency in verbal mediation and of a dissociation between verbal and motor behavior as applied to the retarded are discussed. Conclusions from the research are summarized. (67 item bibliography)

30. Summary research abstracts. Journal of the Reading Specialist, 1965, 5, 27-39.

Signed abstracts of research in the area of primary level vocabulary are given. Complete bibliographic information for each of the selected studies which cover the period from 1900 to the present is provided. The number of references accompanying the research articles is indicated in the abstract. (27 selected studies)

31. Summary research abstracts. Journal of the Reading Specialist, 1965, 5, 70-78.

Signed abstracts of research in the area of vocabulary from elementary through college level are given. Complete bibliographic information for each of the selected studies which cover the period from 1900 to the present is provided. The number of references accompanying the research articles is indicated in each abstract. (18 selected studies)

32. Summary research abstracts. Journal of the Reading Specialist, 1966, 5, 121-27.

Signed abstracts of research from the areas of vocabulary from elementary through college and critical reading on concept formation of pre-school, primary, and elementary level children are given. Complete bibliographic information for each of the selected studies which cover the period from 1900 to the present is provided. The number of references accompanying the research articles is indicated in the abstract. (13 selected studies)

33. Summary research abstracts. Journal of the Reading Specialist, 1966, 5, 174-89.

Signed abstracts of research in the areas of concept building in elementary through college-adult levels and methods of teaching reading from primary through college-adult levels are presented. Complete bibliographic information for each of the selected studies which cover the period from 1900 to the present is provided. The number of references accompanying the research articles is indicated in the abstract. (32 selected studies)

34. Summers, E. G., & Hubrig, B. Doctoral dissertation research in reading reported for 1963. Journal of Reading, 1966, 9, 259-321, 386-401.

An annotated bibliography of the doctoral dissertation research in reading for 1963 is reported. The items covered include doctoral research reported in Dissertation Abstracts. The exact wording of the original summaries was used whenever feasible. The annotations include as much as possible of the procedures, research design, and conclusions. All necessary information regarding purchase of either Microfilm or Xerography copies of the dissertations is presented with each thesis. A brief summary of the theses included precedes the bibliography. (65 item bibliography)

35. Taylor, S. E. Eye movements in reading: facts and fallacies. American Educational Research Journal, 1965, 2, 187-202.

A discussion of facts and fallacies related to eye movements and reading is presented. Basic questions, such as how much the eye can see, are answered. The interaction and interdependence between the oculo-motor activity and the central processes are explained. Figures, tables, and references are given. (23 item bibliography)

36. Townsend, Agatha. What research says to the reading teacher: a bibliography on sensory handicaps. The Reading Teacher, 1966, 19, 677-81.

An annotated list of 18 references to sensory handicaps is presented for the reading teacher. The references were drawn primarily from the literature from 1960 to 1965. About half the studies are concerned with blind and partially seeing children. Other studies are concerned with deafness. References to auditory and speech problems and multiple handicaps are included. (18 item bibliography)

37. Townsend, Agatha. What research says to the reading teacher: in other countries and languages. The Reading Teacher, 1966, 19, 293-97.

An annotated list of foreign studies in reading is presented to provide the reader with a guide to international reports which give important background information, are reasonably accessible, and are published in English. (20 item bibliography)

38. Townsend, Agatha. What research says to the reading teacher: the classroom teacher. The Reading Teacher, 1966, 19, 529-35.

Research studies related to the classroom teacher are surveyed. Contradictions in findings are explained. The studies cited reveal teacher progress as well as a time lag in the classroom. Suggestions for teacher training programs are included. (19 item bibliography)

39. Townsend, Agatha. What research says to the reading teacher: the sociology of reading. The Reading Teacher, 1965, 19, 125-27.

Annotated articles on the sociology of reading dealing with areas of communication, the use of mass media, adult reading and other topics not commonly associated with reading in school and college are listed. (20 item bibliography)

40. Troidahl, V. C. Studies of consumption of mass media content. Journalism Quarterly, 1965, 42, 596-606.

A review and critique of research pertaining to the consumption of media content from 1955 to 1965 is presented. Based on a systematic survey of Journalism Quarterly, Public Opinion Quarterly, and the Journal of Broadcasting, the study focuses on media consumption measurement and on what has been learned through the use of such measurement during the ten years 1955-1965. It does not include audience studies which are primarily descriptive. Most studies surveyed involve voluntary exposure to media content. A few studies based on experimental exposure with implications for understanding consumption under voluntary exposure conditions are reported. Studies concerned primarily with social and demographic correlates of media exposure are not evaluated in detail. (106 item bibliography.)

41. Wilkerson, Doxey A. Programs and practices in compensatory education for disadvantaged children. Review of Educational Research, 1965, 35, 425-40.

Ten investigations directed toward assessment of the effects of compensatory educational programs and practices are discussed. Included in the review are three comprehensive programs: the pioneer Demonstration Guidance Project in New York City, the Higher Horizons Program also in New York City and the Philadelphia Public Schools' School-Community Coordinating Team. A Reading Improvement Program for Migrants conducted by the Texas Education Agency is discussed. Two experiments using multiracial reading materials, two preschool programs, and two dropout programs are mentioned. It is noted that currently available research in this field typically reports ambiguous outcomes of unknown or amorphous educational variables. (21 item bibliography)

1965

42. Barnes, Robert F. Materials, Methods, and Programs for Literacy Education. Review of Educational Research, 35 (June 1965), 218-23.

Early stages in the development of research in the field of adult literacy are reviewed. The serious shortage of materials for teaching basic reading skills is discussed. Field testing, in which the Family Phonics System and the Laubach literacy films were used, is reported. In a discussion of teaching methods, televised presentation is compared with in-person instruction of identical material. Service and agency studies with illiterate adults reported include the results of research to discover the relationship between vocabulary and literacy. (25 item bibliography)

43. Bliesmer, Emery P. 1963 Review of Research in College-Adult Reading, New Concepts in College-Adult Reading (edited by Eric L. Thurston and Lawrence E. Hafner), 177-87. Thirteenth Yearbook of the National Reading Conference, 1964.

Four sections are included in this review of research in college-adult reading for 1963: reading programs, factors influencing reading and study skills, influence of reading skills, and a miscellaneous section covering habits, traits, reading tests, and readability. Reports omitted from the previous review, as well as current articles, are presented. Individual reviews cite dates, names, and scores. (39 item bibliography)

44. Deal, Margaret. A Summary of Research Concerning Patterns of WISC Sub-Test Scores of Retarded Readers. Journal of the Reading Specialist, May 1965, 4, 101-11.

A summary of studies conducted since 1945 to discover patterns of performance on the Wechsler Intelligence Scale for Children typical of retarded readers is given. Scores on the Arithmetic, Vocabulary, Digit Span, Object Assembly, and Coding Subtests contributed to reading success. Summary tables and references are included. (14 selected studies)

45. Deverell, A. Frederick. Canadian Bibliography of Reading and Literature Instruction (English) 1760 to 1959. Vancouver: Copp Clark Publishing Company, Ltd., 1963. Pp. 241 + viii.

A comprehensive bibliography of articles, books, and other materials from the period of 1760 to 1959 about the teaching of reading and literature and the development of materials needed for instruction is presented. The bibliography is divided into the following sections: reading achievement, difficulties, history,

methods, psychology, remedial, testing, vocabulary studies, reading and handwriting, reading and language, reading and spelling, reading in commercial and business education, reading in modern and ancient language, readers, libraries, book reviews, books for children and youth, reading and literature: teaching procedures, reading and philosophy of education, and source materials. Government documents are not included.

45. Duker, Sam. Listening and Reading. Elementary School Journal, March 1964, 65, 321-29.

A survey of research dealing with the interrelationship between reading and listening is presented. The survey is concerned with: (1) the correlation between reading and listening -- test results, (2) the effects of teaching listening on reading skills and vice versa, (3) the evaluation of listening skills as a measure of reading potential, (4) listening skill as a factor of reading skill, and (5) the relative effectiveness of reading and listening as a means of learning. A distinction between studies of auditory discrimination and studies of listening is made. Tables are included. (23 item bibliography)

46. Endler, Norman S. Factors Related to the Prediction of Academic Success. Ontario Journal of Educational Research, Winter 1964-65, 7, 147-54.

Three studies conducted at York University, Ontario as part of a research project entitled "Predictors of Academic Success" are summarized. The accuracy of standardized aptitude- and achievement-test scores and high school grades as predictors of both first-year college final grades and individual subject grades was tested with 69 college freshmen by Endler and Steinberg. The following year, 143 college freshmen served as subjects when intellectual and non-intellectual factors in the prediction of academic achievement were tested by Endler and Snyder. It was suggested by an additional study conducted by Endler and Snyder with 42 college sophomores that there are factors affecting scholarship at junior and senior levels which operate differently at the freshman level. (19 item bibliography)

47. Fay, Leo C.; Bradtmueller, Weldon G.; and Summers, Edward G. Doctoral studies in reading: 1919 through 1960. Bulletin of the School of Education, Indiana University, 1964, 40 (4). 80 pp.

A bibliography of doctoral dissertations from 1919 through 1960 in the area of reading is reported in monograph form. Over 700 studies are classified under 34 subject categories, and a summary statement is included for each category. An author index is provided.

48. Fox, Gudelia A., and Fox, Raymond B. The Individualized Reading Controversy. National Elementary Principal, Sept. 1964, 44, 46-49.

A discussion of the individualized reading program versus the basal reading program is presented. Numerous formal and informal case studies are cited. It is concluded that available evidence does not justify one program over the other. A combination of the two approaches is suggested for a good reading program. (33 item bibliography)

49. Gurren, Louise, and Hughes, Ann. Intensive Phonics vs. Gradual Phonics in Beginning Reading: A Review. Journal of Educational Research, 58 (April 1965), 339-47.

A review of 22 comparisons between intensive phonetic and conventional-method instructional groups is presented. The differences between intensive phonics and the conventional-method or gradual phonics is defined. The rigorous statistical criteria are listed and only comparisons meeting these criteria were considered. Nineteen of the comparisons were evaluated as favorable to the phonetic group, three were favorable to neither groups, and none were favorable to the conventional group. Various criticisms of the intensive phonetic method are analyzed in connection with data from the 22 comparisons. A list of non-rigorous studies is presented with reasons for their exclusion from the review. Tables and an annotated bibliography are included. (18 item bibliography)

50. Harris, Theodore L.; Nudelman, Barbara; and Carlson, Elwood. Summary of Investigations Relating to Reading July 1, 1963 to June 30, 1964. Journal of Educational Research, 58 (Feb. 1965), 243-81.

A summary of empirical studies relating to reading for the period July 1, 1963, to June 30, 1964, is given. References to reviews and other specialized summaries are not included. Investigations published since the last annual summary in 1964 are included. Reference is made to an important bibliographic tool which lists all vocabulary studies in print through June, 1963. In general, it is noted that studies in testing, predicting and diagnosing reading performance are prominent. Psychological correlates of reading and learning processes and functions are continuing to receive strong emphasis in the psychology of reading. In the sociology of reading, emphasis in research is divided among the characteristics of materials, reading habits and references, and psycho-social effects of reading. (139 item bibliography)

51. Hollingsworth, Paul M. Can Training in Listening Improve Reading? The Reading Teacher, Nov. 1964, 18, 121-23, 127.

A review of the research concerning the interrelationship between listening and improvement of reading is given. A number of articles are summarized and reference to other writings on the topic are made. It is concluded that many of these research reports show that reading abilities can be improved through the improvement of listening abilities. (16 item bibliography)

52. Kingston, Albert J. Vocabulary Development. Journal of Reading, March 1965, 8, 265-71.

Vocabulary development studies for improved classroom instruction are summarized. The major topics discussed are patterns of vocabulary development, direct vocabulary instruction, indirect vocabulary instruction, nature of vocabulary, memorization, and methods of testing vocabulary. Both indirect and direct instruction in the classroom are recommended. A. S. McDonald's principles for instruction are listed. (27 item bibliography)

53. Lee, Wayne D. What Does Research in Readability Tell the Classroom Teacher? Journal of Reading, Nov. 1964, 8, 141-44.

The development of readability formulas is summarized. Techniques of formula validation are described. A list of the most valid formulas is included, and the inadequacies of current formulas are noted. Suggestions for further studies in readability, especially for studies that use tested comprehension as a criterion and for cross-validation studies at upper levels of difficulty, are made. (38 item bibliography)

54. McDonald, Arthur S., editor. Research for the Classroom: Assessing the Effects of Reading Programs. Journal of Reading, May 1965, 8, 417-21.

A summary of studies dealing with the effects of reading programs on high school and college students is given. Some of the major problems described are determining the amount of improvement following the completion of a reading course, reporting benefits of reading courses in terms of increased rate of reading, and the lack of improvement in research design in the past thirty years. The following are discussed as areas needing further investigation: the selection of measuring instruments and of less ambiguous experimental conditions, the measurement of various kinds of material, and the development of procedures minimizing invalid variance due to external factors. (24 item bibliography)

55. McDonald, Arthur S., editor. Research for the Classroom: Rate and Reading Flexibility. Journal of Reading, Jan. 1965, 8, 187-91.

The nature of reading flexibility and methods of achieving and measuring it are discussed. The correlation of rate flexibility to reading flexibility is considered. It is suggested that reading rate changes do not bring about reading flexibility, but are effects of

changes in reading technique. Reading rate changes are shown to be only one aspect of reading flexibility. Students should be taught to vary techniques of reading to meet different reading situations rather than merely increasing their reading rate. Other factors involved in reading flexibility, such as facility of association, perceptual freedom, and other attitudinal sets are indicated. (41 item bibliography)

56. McDonald, Arthur S., editor. Research for the Classroom: The Reading of Literature, (Robert E. Shafer.) Journal of Reading April 1965, 8, 345-49.

Research dealing with the effects of a work of literature on readers is summarized. Five categories describing some important effects of reading are listed: instrumental, reinforcement, prestige, aesthetic responses, and escape. The effects of literature in nurturing and enlarging children's day-dreams are described, and the effects on children and adolescents of literature which represents extremes of good and bad are discussed. In general, it is noted that many effects are often personal and original and that the same piece of literature may produce different effects on the same student at different periods of development. This piece of literature may also produce different effects on different students. The problems in this area which need to be examined are (1) the effects of reading literature on an individual's deeper feelings and on his behaviour, (2) the effects of the same passage on different persons, and (3) the effects of different pieces of literature on the same person at various stages of his psychological and physical development. (15 item bibliography)

57. McDonald, Arthur S., editor. Research for the Classroom: Reading Potential: Appraisal or Prediction? Journal of Reading, Nov. 1964, 8, 115-19.

The findings of research concerning measures of intelligence and reading achievement are summarized for the classroom teacher. The notion of intelligence as a direct function of genetic endowment and physical maturation is unsupported. A definition of intelligence is included. Adverse effects of various factors on test performance are presented. Teachers are called upon to vary the nature of the education process so as to make the learning situation truly "educative." (31 item bibliography)

58. McDonald, Arthur S., editor. Research for the Classroom: Using Standardized Tests to Determine Reading Proficiency. Journal of Reading, Oct. 1964, 8, 58-61.

The problems and underlying assumptions regarding the nature of reading reflected in standardized tests administered to determine reading proficiency are summarized. Four steps in determining a student's present level of reading proficiency are listed. The

findings of various studies of reading performance tests are discussed. It is pointed out that different tests are needed for measuring the rate at which material is covered for the various purposes for which reading is done. The importance of the level of complexity of the material in affecting reading rate is noted. The difference between "identification" and "diagnosis" of students at various levels of reading proficiency is considered. (19 item bibliography)

59. Macdonald, James B. Beginning Reading Research: A Reflection of Social Reality? Educational Leadership, March 1965, 22, 441-47.

In a program financed by the U. S. Office of Education and coordinated at the University of Minnesota, the following problems were studied: methods of teaching word attack skills, teaching English as a second language, teaching the culturally different, role of teacher supervisors, reading readiness, and audio-visual materials. Methodology is emphasized in the projects. The importance of the socialization processes developed before the age of six is indicated. The use of language at early ages is considered a factor in developing an internalized self system which may or may not be amenable to systematic language learning at a later date. It is suggested that more investigation into the process of learning to read be undertaken in light of the socialization process. A bibliography of "Cooperative Research Grants for Beginning Reading Studies," is provided. (29 item bibliography)

60. Palmer, Robert D. Development of a Differentiated Handedness, Psychological Bulletin, Oct. 1964, 62, 257-72.

In an effort to clarify data on the development of the dominant hand, several studies are surveyed. The survey attempts to establish a developmentally oriented conceptual framework within which to incorporate diverse observations on handedness, to subordinate findings from several sources to this general framework, and to point out some important gaps in the research literature, and to suggest areas for future research. Degrees of differentiation in handedness, handedness, handedness and motor development, and dimensionality in hand lateralization are discussed. (104 item bibliography)

61. Petty, Walter T., and Burns, Paul C. A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1964. Elementary English, April 1965, 42, 411-30.

Sixty-seven studies and 10 summaries and listings of research in elementary school language arts reported in journals between December, 1963, and December, 1964, are summarized. The majority of studies deal with various aspects of reading instruction: organization of programs; teaching methods; beginning instruction and early readers; aural-visual discrimination; reading achievement; and miscellaneous studies. Studies concerning written expression

have shown an increase over previous years. An attempt was made to include research that has direct classroom application. References are arranged by subject. (77 item bibliography)

62. Plessas, Gus P., and Ladley, Dorothea Macie. Some Implications of Spelling and Reading Research. Elementary English, Feb. 1965, 42, 142-45, 200.

The purpose of this article is to present a summary of pertinent research dealing with the relationship between spelling and reading. Some of the practical implications discussed follow: (1) There does not seem to be any influence on spelling growth as the result of improvement in reading; (2) Teaching spelling through reading should be avoided since it could influence adversely perceptual patterns in word recognition of certain children; (3) Spelling instruction for poor readers should involve only words that are within their level of word recognition and are useful in typical writing situations; and, (4) Vocabulary or word meanings have the highest correlations with spelling ability. (9 item bibliography)

63. Ray, Darrel D. A Summary of Investigations Evaluating College Reading Improvement Programs. Journal of the Reading Specialist, June 1964, 3, 58-67.

Investigations evaluating college reading improvement programs are summarized in tabular form. Nineteen representative studies found in the literature since 1945 are included in the table. Information is given, when available, about number and kinds of students, instructional methods, types of reading performance measures, length of courses, and results of the studies. A summary of the information shows that all programs reported gains of some kind regardless of methods and materials used or length of course. Rate of reading is reported to be the most consistent area of gain. Most of the studies included in the table are considered statistically inadequate and/or not sufficiently described to be of great value in guiding persons wishing to initiate or evaluate a reading program. Recommendations are made for more specific research comparing methods and length of course and determining levels of significant educational and statistical gains. (32 item bibliography)

64. Robinson, H. Alan, and Muskopf, Allan F. High School Reading - 1963. Journal of Reading, Nov. 1964, 8, 85-96.

Professional literature on junior and senior high school reading is listed in this sixth annual summary. Reports published in 1963, as well as earlier reports, are included. Several items in the bibliography are mentioned or summarized in the article. The following areas are covered in the reports reviewed: reading and the content areas, reading and the language arts, reading interests, recreational reading, reading in relation to the total curriculum, and developmental reading programs. (72 item bibliography)

65. Robinson, Helen M.; Weintraub, Samuel; and Hostetter, Carol A. Summary of Investigations Relating to Reading, July 1, 1963 to June 30, 1964. The Reading Teacher, Feb. 1965, 18, 331-428.

A summary of 264 studies related to reading published from July 1, 1963 to June 30, 1964, is given. Categories included in the summary are (1) summaries of specific aspects of reading research, (2) teacher preparation and practices, (3) sociology of reading, (4) physiology and psychology of reading, (5) teaching of reading, and (6) reading of atypical learners. (264 item bibliography)

66. Russell, David H. Research on the Processes of Thinking with Some Applications to Reading. Elementary English, April 1965, 42, 370-78, 432.

A discussion of the hypothesis that most thinking behavior can be categorized into one or more of six categories - perceptual thinking, associative thinking, concept formation, problem solving, critical thinking, and creative thinking - is given. Each category, with a summary of research being done in the area, is discussed. The relationship of reading to each of the categories of thinking is described. (60 item bibliography)

67. A Selected Bibliography on Reading Instruction for the Educationally Retarded and the Disadvantaged. Education, April 1965, 85, 503-06.

A selected bibliography on reading instruction for the educationally retarded and the disadvantaged is presented. The bibliography is divided into three sections: (a) general, (b) reading instruction for the educationally retarded, and (c) reading instruction for the disadvantaged. Annotated entries representing literature from 1945 to 1964 are listed. (46 item bibliography)

68. Staiger, Ralph C. Language Arts Research: 1964, Part I and Part II. Elementary English, April and May 1965, 42, 433-45; 513-26.

Research studies in the language arts for 1964 are summarized. The main subject areas are programs and curricula, vocabulary, mass communication, materials analysis and readability, bilingualism, reading (elementary, secondary, corrective), writing, grammar and usage, spelling, handwriting, speaking and speech correction, listening, psychological relationships, library, and dramatics. Readers are referred to the author or sponsor for more information on any study. (454 item bibliography)

69. Strom, Ingrid M. Summary of Investigations Relating to the English Language Arts in Secondary Education: 1963-1964. English Journal, March 1965, 54, 238-55.

Research studies relating to the English language arts in secondary education for 1963-1964 are summarized. Included in the summary are investigations pertaining to both primary and secondary school children. The main areas of research include practices in (1) the teaching of reading and literature, (2) the teaching of written composition, grammar, spelling, usage, and vocabulary, (3) the teaching of speech, listening, and mass media, (4) the use of programed instruction, (5) evaluating the program of instruction in the English language arts, and (6) social, psychological, intellectual, and experiential factors associated with the English language arts. (77 item bibliography)

70. Summary Research Abstracts. Journal of the Reading Specialist, March 1965, 4, 63-67.

Research studies on various phases of reading, including research done on reading ability, male perception of reading, structured introductions and perception, the reading of superior students, context and perception, threat and perception, scholastic aptitude and reading progress, and reversals in reading, are summarized. Complete bibliographic information is given. (11 item bibliography)

71. Summers, Edward G. Doctoral Dissertation Research in Reading Reported for 1962. Journal of Developmental Reading, Summer 1964, 7, 223-60.

The doctoral research in reading, reported in Dissertation Abstracts, University Microfilms, Ann Arbor, Michigan, for 1962, is compiled. This bibliography is a continuation of the 1961 listing reported in the Journal of Developmental Reading (Winter-Spring, 1963). Research in elementary, secondary, college, and adult reading is included. Brief summaries of the topics included in the dissertations are arranged under the following six general headings: factors related to reading development, development of reading skills, teaching reading--reading programs, reading materials, measurement and comparison of good and poor readers, and diagnosis of reading problems. An annotated bibliography of the doctoral research studies follows. Descriptions include purpose, procedure, research design, and conclusions. Information concerning author, research title, institution, year, purchase of microfilm or xerox copies is included. (58 item bibliography)

72. Townsend, Agatha. What Research Says to the Reading Teacher: Emotionality and Reading. The Reading Teacher, March 1965, 18, 519-23.

A summary of reading research involving the relationship of personality disturbances to reading difficulties is presented. A list of selected, annotated research studies from 1961-1963 covering the relationship of emotionality to reading difficulties is given. (18 item bibliography)

73. Townsend, Agatha. What Research Says to the Reading Teacher: Evaluation and Testing for Reading Programs. The Reading Teacher, Feb. 1965, 18, 431-37.

A summary of the newer trends in test research in reading, including the use of increasingly sensitive measurements and the development of new tests or of new test norms, is given. A summary of findings of studies dealing with the Bender Gesalt Test and the Wechsler Intelligence Scale for Children is provided. A list of references and a bibliographic listing of tests which are discussed in the article are included. (20 item bibliography)

74. Townsend, Agatha. What Research Says to the Reading Teacher: Reading in the Popular Press. The Reading Teacher, May 1965, 18, 671-74.

The accuracy of reading research reported in magazines of general nature and wide circulation is questioned. Nineteen articles which appeared in 13 magazines are described briefly. The topics considered are Initial Teaching Alphabet, learning to read and aspects of readiness, phonics, speedreading, the teaching typewriter, reading textbooks, remedial reading, and disadvantaged children. References from February, 1963, to January, 1965, are included. (19 item bibliography)

75. Townsend, Agatha. What Research Says to the Reading Teacher: Research and the Classroom Teacher. The Reading Teacher, April, 1965, 18, 591-94.

Classroom teachers are encouraged to conduct research which will aid in the solution of problems in the teaching of reading. Reports of research noteworthy for combined sponsorship of specialists and teachers are reviewed. Complete bibliographic details are included. (14 item bibliography)

76. Townsend, Agatha. What Research Says to the Reading Teacher: Standards and Preferences in Reading. The Reading Teacher, Jan. 1965, 18, 301-04.

Research concerning the factors which influence reading interests and preferences is reviewed. References from 1961 to 1964 are included. (15 item bibliography)

77. Townsend, Agatha. What Research Says to the Reading Teacher: Ten Questions of Individualized Reading. The Reading Teacher, Nov. 1964, 18, 145-49.

Ten questions that need to be considered before initiating individualized reading are suggested. The questions are concerned with individualized reading and the following: teacher preparation, selection of materials, matching books and children, evaluation of

comprehension and other skills, the use of the basal series, the role of group activity, adaptation of the program to upper grade levels, evaluation of the program, and its place in school and college. A selected review of the literature about each question is provided. (17 item bibliography)

78. Townsend, Agatha. What Research Says to the Reading Teacher: A Vocabulary in Reading. The Reading Teacher, Dec. 1964, 18, 225-31.

Some research and writings about reading vocabulary are reviewed. The following areas of study are included: curriculum guides, word lists, children's vocabulary and its growth, auditing, word meaning, readiness, and use of words in context. References from 1961 to 1964 are given. (18 item bibliography)

79. Williams, Joanna P. Reading Research and Instruction, Review of Educational Research, April 1965, 35, 147-53.

A review of research in reading conducted since 1957 is presented. Studies on the nature of the reading process are described, including the areas of perceptual learning, decoding (relationships between orthography and speech), the critical unit of beginning reading training (letter clusters), and comprehension. Experiments with programmed teaching systems are reviewed. (34 item bibliography)

1964

80. Barton, Allen A., and Wilder, David E. Research and Practice in the Teaching of Reading: A Progress Report. Innovation in Education (edited by Matthew B. Miles), pp. 361-98. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

The first data from a project designed to examine the flow of information and ideas within a complex social system, with comparisons of opinions and beliefs of the population in the social system, are reported. The relationships of research and practice in the teaching of reading are examined. Qualitative data were gathered from research monographs, textbooks, instructional materials, and personal interviews with leading experts on reading. Quantitative data were obtained from the following groups -- reading researchers, college professors of reading, writers of textbooks, clinical and reading specialists, elementary school principals, elementary school teachers, and a national sample of the public. Analysis of data revealed the following -- largely untrained reading researchers, infrequent contact with other disciplines, research of poor quality and noncumulative, materials unchanged and uninfluenced by new research in the past 30 years, and teacher dependence on published materials. Tables are included. (27 item bibliography)

81. Berg, Paul Conrad. Creativity as a Dimension of Reading Performance. New Developments in Programs and Procedures for College-Adult Reading (edited by Ralph C. Staiger and Culbreth Y. Melton), pp. 143-51. Twelfth Yearbook of the National Reading Conference, 1963.

Research investigating the nature of creativity is summarized. The relationship between creativity and certain aspects of reading is discussed. Some of the aspects of creative thought are listed as sensitivity to problems, associative fluency, ideational fluency, adaptive flexibility, spontaneous flexibility, originality, integration, and non-rigidity. The lack of encouragement in creative thinking in higher education and the problem of evaluation are discussed. The concept of integrative threads, by which two or more separate learning experiences are related, and the need for psychological freedom and psychological safety as conditions for the development of creativity are noted. Means of encouraging creativity are suggested. (26 item bibliography)

82. Berg, Paul Conrad. Methods and Materials in College and Adult Reading Programs. College-Adult Reading Instruction, pp. 27-42. Perspectives in Reading No. 1. Newark, Delaware: International Reading Association, 1964.

Research literature published between 1934 and 1963 concerned with the methods and materials of college and adult reading programs is surveyed. Discussion of the perspectives and a bibliography are given. (58 item bibliography)

83. Betts, Emmett Albert. Impact of Adult Reading on Pupil Achievement. College of Education Record, May 1963, 48, 116-24.

Investigations were made to confirm the hypothesis that the community in which the child lives has an impact on his development in and through the medium of reading. Studies surveyed were in the following areas -- (1) Impact of Community, (2) Reading and Other Mass Media, (3) Parent Aspirations, (4) The Challenge, (5) Book Reading, (6) Magazine Reading, (7) Cultural Levels of Magazines, and (8) Newspaper Reading. Implications for the school in improving the depth and quality of reading are given. A table is included. (25 item bibliography)

84. Bliesmer, Emery P. 1962 Review of Research in College-Adult Reading. New Developments in Programs and Procedures for College-Adult Reading (edited by Ralph C. Staiger and Culbreth Y. Melton), pp. 230-48. Twelfth Yearbook of the National Reading Conference, 1963.

Reviews of various research studies and related reports in college-adult reading are presented. The reports are treated under five major headings (1) Reading Programs (Reports, Surveys, Evaluation, and Methods), (2) Influences of Reading and Study Skills, (3) Influences upon Reading and Study Skills, (4) Studies of Reading and Study Habits and Skills, and (5) Tests and Testing. (64 item bibliography)

85. Cranney, A. Garr. Selected Research in College and Adult Reading. Journal of Developmental Reading, Winter, 1964, 7, 77-88.

A summary of selected research in college and adult reading reported in 1962 is given. The reports are grouped into three areas -- descriptions and evaluations of reading programs, reading habits, traits and characteristics, skill effects tests, comprehension, and others. A summary is given for each of the studies. (43 item bibliography)

86. Dale, Edgar, and Razik, Taher. Bibliography of Vocabulary Studies. Second Revised Edition, 1963. Columbus, Ohio: Bureau of Educational Research and Service, Ohio State University. Pp. 257.

A bibliography of vocabulary studies, including studies published through June, 1963, unpublished theses, and dissertations is presented. Included are 3,125 titles arranged under 26 topics. Within each topic, entries are arranged alphabetically by author.

Cross references, an author index, and an index of titles without authors are included. Late entries are included in an addendum. Sources of entries for the bibliography are given. Included is an issue of the News Letter of the Bureau of Educational Research and Service of Ohio University which contains an article on the nature of understanding.

87. Della-Piana, Gabriel. Teaching Beginning Reading in Other Countries. Elementary English, Mar. 1964, 41, 251-61.

A survey of the literature dealing with reading research development in the United States and other countries and with the controversy over the analytic versus the synthetic approach to teaching beginning reading is presented. Studies carried on in a number of countries are cited as proof of the value of modification of classroom techniques through research. The merits of the case study approach are described. The importance of the motivation factor and the significant lack of attention given to it in American research as compared with Soviet research interest in the area of reading are discussed. (18 item bibliography)

88. Durrell, Donald D., and Murphy, Helen A. Boston University Research in Elementary School Reading: 1933-1963. Journal of Education, Dec. 1963, 146, 3-53.

The research in elementary school reading at Boston University from 1933 to 1963 is reported. The topics dealt with in four chapters are reading readiness, reading in grade one, reading in grades two and three, and reading in the intermediate grades. (497 item bibliography)

89. Eller, William. Evaluating Achievement in College and Adult Reading Programs. College-Adult Reading Instruction, Pp. 100-13. Perspectives in Reading No. 1. Newark, Delaware: International Reading Association, 1964.

A survey of research and methodological problems relating to college and adult reading achievement is presented. Pre-instructional performance, the evaluation of instruction, and tests and testing in adult reading are examined critically with respect to the present problems in the interpretation of research. (40 item bibliography)

90. Ennis, Philip H. Recent Sociological Contributions to Reading Research. The Reading Teacher, May 1964, 17, 557-82.

A survey of the recent sociological contributions to reading research is presented. The following areas are discussed in relation to the reading process in children: definitions of reading ability, individual traits and capacities, symbolic deprivation, socio-economic status, and culture. Studies in adult reading considered these topics: volume of adult reading, expenditures

for books, growth rate of the educated population, composition of the reading audience, quality of reading and the communications behavior of specialized personnel. (16 item bibliography)

91. Gaver, Mary Virginia. What Research Says About the Teaching of Reading and the Library. The Reading Teacher, Dec. 1963, 17, 184-91.

Investigations of the teaching of reading in relation to the elementary school library are surveyed. The surveys are organized under the following topics: resources for teaching reading, impact of the school library on the student, and student impact on libraries today. Librarians and reading specialists are urged to cooperate in research and to use their findings to provide more effective teaching of reading. (40 item bibliography)

92. Groff, Patrick. Comparisons of Individualized and Ability Grouping Approaches to Teaching Reading: A Supplement. Elementary English, Mar. 1964, 41, 238-41.

An annotated bibliography of studies describing and comparing the individualized and the ability grouping approaches to teaching reading particularly at the elementary level is given. Twenty-two comparative studies and ten individualized reading studies completed between 1946 and 1962 are listed. (32 item bibliography)

93. Harris, Theodore L. Summary of Investigations Relating to Reading July 1, 1962 to June 30, 1963. Journal of Educational Research, Feb. 1963, 57, 283-327.

Investigations related to reading for the period July 1, 1962 to June 30, 1963, are summarized. Sources are given in an annotated bibliography. Vigorous research effort was noticeable, especially in the sociology, psychology, physiology and teaching of reading. Areas of active research endeavor included the attitudinal effects of reading, perceptual and cognitive factors in reading, various aspects of developmental reading instruction and analyses of testing instruments and their effectiveness. The trend toward more sophisticated and more appropriate research designs was apparent. (188 item bibliography)

94. Holmes, Jack A. and Singer, Harry. Theoretical Models and Trends Toward More Basic Research in Reading. Review of Educational Research, Apr. 1964, 34, 127-55.

A review of research in reading for the period September, 1960, through September, 1963, is given. Emphasis is placed upon three new trends in reading research: (1) a concentrated effort at theory building, (2) a greater concern for designs that are experimentally and statistically sophisticated, (3) a host of new

instruments and techniques. Experiments involving theoretical models in the following areas are discussed: teaching machines, synaptic transmission, mixed dominance, initial teaching alphabet, substrata-factor, and structural linguistics. Studies incorporating hypotheses on speed and the nonoral vertical reading, speed and flexibility, and speed and processing time are examined. Also discussed are studies on input, mediating, output, and supporting systems; reading and personality; sex differences; and early reading (preschool and readiness). Studies concerned with reading methods, materials, and grouping are summarized. (116 item bibliography)

95. Huus, Helen. Interpreting Research in Children's Literature. Children, Books and Reading, pp. 123-45. Perspectives in Reading No. 3, Newark, Delaware: International Reading Association, 1964.

Research studies in the field of children's literature are interpreted. Studies are organized into five categories relating to (1) reading preferences, (2) poetry, (3) mass media, (4) reading materials, and (5) the effects of reading. Conclusions of various interest studies are summarized, and the importance of parents and teachers in affecting reading preferences is noted. Studies dealing with children's preferences in poetry, methods of teaching poetry and the ability of children to judge poetry are listed. Studies dealing with the influence of magazines, newspapers, comics and television on the preferences and patterns of children's reading are summarized. An analysis of children's preferences in illustrations and of the content and quality of the reading materials is given. A short discussion of work done on the effects of reading and especially on bibliotherapy is included. (104 item bibliography)

96. Isaacs, Ann F. Should the Gifted Preschool Child Be Taught to Read? Gifted Child Quarterly, Summer 1963, 7, 72-77.

The problem of whether or not to teach gifted preschool children to read is discussed. Conflicting attitudes exhibited by parents, teachers, administration, and researchers are explored. Examples illustrating both the results of making gifted children wait until the "normal" time to read and the effects of gifted children's reading before they come to school are given. Gifted children's opinions of basal readers are presented. A list of activities which schools have used to encourage the high achieving gifted primary reader is included. It was concluded that bright preschool children who exhibit an interest in reading should be given opportunity and encouragement in learning to read. (36 item bibliography)

97. Jungeblut, Ann, and Traxler, Arthur. Summary and Evaluation of Pertinent Research at the College and Adult Level. College-Adult Reading Instruction, pp. 115-33. Perspectives in Reading No. 1. Newark, Delaware: International Reading Association, 1964.

A summary and evaluation of pertinent reading research at the college and adult levels are given. Descriptive and experimental research studies are cited. Major topics considered are: (1) effects of reading programs, (2) factors in reading, and (3) principles underlying programs. (155 item bibliography)

98. Ketchum, E. Gillet. Neurological and Psychological Trends in Reading Diagnosis. The Reading Teacher, May 1964, 17, 589-93.

A review of findings and trends in research relating to reading disability is presented. Within the last 25 years, reading disorders have been blamed on faulty educational methods and on neurological, psychological, endocrine, and psychodynamic constructs. As a result, there is an interdisciplinary effort to clarify reading disorders. Research on neurology and dominance is surveyed. In light of the findings, reading specialists are advised to maintain flexible views in regard to remedial techniques. (13 item bibliography)

99. Klare, George R. The Measurement of Readability. Ames: Iowa State University Press, 1963.

A review and summary of the research dealing with readability is presented. Trends and conclusions are analyzed. Practical information on applying readability principles and formulas is included. The historical precedents of readability and its major uses are described. Evaluative information on sampling, analyst reliability, and validity of readability formulas is provided. A classified, annotated bibliography of the studies used is given. A separate listing of published bibliographies and reviews is included. (482 item bibliography)

100. Lorge, Irving, and Chall, Jeanne. Estimating the Size of Vocabularies of Children and Adults: An Analysis of Methodological Issues. Journal of Experimental Education, Winter 1963, 32, 147-57.

The methods used by investigators since the 1800's to determine the size of children's and adults' vocabularies were examined. The limitations of the two basic methods of estimating vocabulary size -- frequency sampling and dictionary sampling -- were considered as were methods based on use in speech and writing. A more detailed analysis of the Seashore-Eckerson study was made to shed light on the problems involved in estimating vocabulary size from samplings of unabridged dictionaries. Sample of words from the Seashore-Eckerson General English Recognition Vocabulary Test and the Thorndike-Lorge frequency count were compared. Investigation showed that recent vocabulary counts could be seriously questioned and that estimates of first grade children's vocabularies were closer to older estimates. Tables, interpretive footnotes, and a bibliography are included. (44 item bibliography)

101. Moscovici, Serge. Attitudes and Opinions. Annual Review of Psychology, 1963, 14, 231-60.

A summary of books and articles by social psychologist from 1952 to 1962 pertaining to attitudes and opinions is reported. Topics under which the literature is summarized are social issues and public opinion; science and the public; social attitudes, personality, and other factors; prejudice and stereotypes; variations in time; structuring process of attitude-content; emotional and cognitive aspects of attitudes; the process of opinion and attitude change; the social psychological dynamics of personality; homeostatic phenomena; analysis of social psychological structures; the dissonance process; the genesis of social representations; and the organization of the mind. (179 item bibliography)

102. Noall, Mabel S., and Ceravolo, Geraldine C. Selected Studies in Spelling, Learning, and Reading. Journal of Education, Apr. 1964, 146, 3-15.

Eight significant learning studies in secondary spelling, learning, and reading conducted at Boston University since 1960 are summarized. The following topics were investigated: (1) the best method for teaching spelling for transfer--inductive, deductive, heavy emphasis on meaning (SRA Spelling Labs used); (2) the relative importance of the five levels of mastery and their effects on children's knowledge of spelling and word meanings (levels: matching, recognition, identification, reproduction, habituation in usage); (3) inductive versus deductive learning in spelling and vocabulary (working from usage to definition or from definition to usage); (4) inductive versus deductive learning in spelling and vocabulary with the pupil team approach; (5) evaluation of transfer of skills (follow-up study to #4); (6) multi-meaning words techniques--to determine the effect of classification exercises on reading-thinking skills; (7) classification of multi-meaning words and influence on improving word recognition, reading comprehension, spelling, flow of ideas, inferential thinking--(a continuance of #6); and, (8) the effect of directly teaching students map, chart, and graph reading on improvement of thinking skills. General trends derived from the studies are listed. (8 item bibliography)

103. Petty, Walter T., and Burns, Paul C. A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1963. Elementary English, Feb. 1964, 41, 119-37.

Summaries of 69 research reports relating to the language arts in elementary schools are presented. Main topics under which research is categorized are research summaries of interest, reading programs and methods, beginning reading instruction, reading interests and attitudes, diagnosing reading difficulties, vocabulary, spelling, handwriting, and oral communication. (69 item bibliography)

104. Robinson, H. Alan, and Muskopf, Allan F. High School Reading--1962. Journal of Developmental Reading, Autumn 1963, 7, 7-23.

A summary of the professional literature on junior and senior high school reading for 1962 is given. The main topics under which the literature is categorized include content areas, methods and materials, experimentation, language arts, and underachievers. (66 item bibliography)

105. Robinson, Helen M. Summary of Investigations Relating to Reading, July 1, 1962 to June 30, 1963. The Reading Teacher, Feb. 1964, 17, 326-92.

A summary of investigations relating to reading from July 1, 1962, to June 30, 1963, is given. The research covers the entire academic range from preschool to adult levels. The investigations are treated under several major topics: (1) summaries of specific aspects of reading research, (2) teacher preparation and practices, (3) the sociology of reading, (4) physiology and psychology of reading, (5) the teaching of reading, and, (6) reading of atypical learners. (185 item bibliography)

106. Schneyer, J. Wesley. Significant Reading Research at the Secondary School Level. Reading Instruction in Secondary Schools, pp. 131-49. Perspectives in Reading No. 2. Newark, Delaware, International Reading Association, 1964.

Significant reading research at the secondary level including certain reports from college and elementary levels is reviewed. Three main topics are considered: identification and measurement of reading skills, including comprehension, vocabulary and speed; effects of reading improvement upon aptitude test scores; and, the self-directed teaching of reading skills, which refers to programmed learning and teaching machines. The need for revision of current instruments for measuring comprehension, vocabulary, and speed was indicated. Evidence that under certain conditions a developmental reading program could increase the results of verbal-type aptitude tests was found. The research revealed little significant evidence that individualized reading programs at the secondary level were greatly superior to uniform group instruction. (35 item bibliography)

107. Schramm, Wilbur. Mass Communication. Annual Review of Psychology, 1962, 13, 251-84.

Research in mass communication is reviewed. The areas reviewed include the process of persuasion and attitude change, the use of the mass media as informing and teaching devices, and the effects of mass media entertainment in terms of audience behavior. Studies produced in more than 60 universities and research organizations are represented. (232 item bibliography)

108. Spache, George D. Clinical Work with College Students. College-Adult Reading Instruction, pp. 135-47. Perspectives in Reading No. 1. Newark, Delaware: International Reading Association, 1964.

A summary of research in college reading work, particularly the diagnostic or predictive facet of the clinician, is given. Factors which may influence reading improvement were divided into the following categories: student readiness, personality factors or group and individual dynamics, motivation and interest in reading, vision and other physical factors, and the mental hygiene of the student. (34 item bibliography)

109. Strickland, Ruth G. The Contribution of Structural Linguistics to the Teaching of Reading, Writing, and Grammar in the Elementary School. Bulletin of the School of Education, Indiana University, Jan. 1964, 40, No. 1, Pp. 44.

An investigation to discover what concepts in the published material of some linguistic scholars could be used to improve the teaching of reading, spelling, and grammar in the elementary school was conducted. Some of the problems in the language arts field are discussed. The services which linguists and teachers could provide to the study of a linguistic approach to the language arts are listed. Research is proposed. Annotated references selected to help elementary teachers understand the language they teach and a bibliography of selected articles in journals and yearbooks readily available in education libraries are provided. A list of sources is included. (100 item bibliography)

110. Strom, Ingrid M. Summary of Investigations Relating to the English Language Arts in Secondary Education: 1962-1963. English Journal, Feb. 1964, 53, 110-35.

Research articles in English language arts in secondary education from 1962-1963 are summarized. Areas emphasized are the teaching of composition, grammar, spelling, vocabulary; the teaching of speech, listening, viewing, critical thinking, the mass media; use of teacher aids, programmed instruction, teaching machines, grouping techniques, team teaching; social, psychological, experimental factors in English language arts; the status of language arts; and evaluation of instruction. A few studies in elementary language arts are included. (107 item bibliography)

111. Tinker, Miles A. Legibility of Print. Ames: Iowa State University Press, 1963.

A summary of studies and findings regarding legibility of print is presented. Speed of perception, perceptibility at a distance and in peripheral vision, visibility, the reflex blink technique, rate of work, eye movement, and fatigue in reading are described and discussed as possible methods of measuring legibility. The effects of various kinds and styles of type on legibility are described. Spatial

arrangements of the page as well as color of print and background are discussed. The legibility of newspaper typography, mathematical tables, and special printed materials is analyzed. The illumination in various reading situations and its relation to readability is described. Recommendations for healthful reading atmospheres are given. An annotated bibliography is provided. (238 item bibliography)

112. Townsend, Agatha. What Research Says to the Reading Teacher: A Bibliography on Auding. The Reading Teacher, April 1964, 17, 549-51.

An annotated bibliography of some research tools available to the reading teacher is presented. The bibliography is limited to those references intended as background for interpretation of the study entitled Children and Oral Language, a joint product of individuals selected from the membership of ACEI, ASCD, IRA, and NCTE. The bibliography is divided into the following sections: auditory factors, listening and reading, and tests. (30 item bibliography)

113. Townsend, Agatha. What Research Says to the Reading Teacher: Books as Therapy. The Reading Teacher, Nov. 1963, 17, 121-22.

An annotated list of references dealing with various aspects of bibliotherapy is preceded by a short discussion of bibliotherapy. The list is unified by a recognition of the importance of the approach and the role of the teacher as counselor. (11 item bibliography)

114. Townsend, Agatha. What Research Says to the Reading Teacher: College Reading and the Student. The Reading Teacher, March 1964, 17, 469-72.

Research studies from 1960 to 1963 of the college reader are summarized. Examples of research are included. Areas exemplified include vocabulary acquisition, visual and auditory abilities, speed of reading, interest and attitude of the student, and analysis of college reading programs. Annotated references are included. (23 item bibliography)

115. Townsend, Agatha. What Research Says to the Reading Teacher: Linguistics and Reading Instruction. The Reading Teacher, May 1964, 17, 623-26.

A discussion of linguistics and reading instruction is presented. The application of linguistics to the classroom teacher in elementary and secondary schools is described. Controversies about method of teaching reading and lack of strict experimental research are mentioned. (14 item bibliography)

116. Townsend, Agatha. What Research Says to the Reading Teacher: Workbooks--The Research Story. The Reading Teacher, Feb. 1964, 17, 397-400.

Research concerning the use of workbooks from first grade through college is summarized. In many classrooms, workbooks far outnumber bound books in reading and other subjects. Current research furnishes little clear evidence supporting the use of workbooks in teaching reading except perhaps in the upper high school or college years. Questions concerning workbook research are posed. (16 item bibliography)

117. U. S. Office of Education (Doris V. Gunderson). Research in Reading at the Primary Level: An Annotated Bibliography. Washington, D. C.: U. S. Government Printing Office, 1963. Pp. 114.

A summary of published and unpublished research from 1955 to 1960 dealing with the teaching of primary reading is reported in bulletin form. The first section of the bulletin is a summary of the studies, and the second section contains annotations. Research is cited under the following categories: readiness, age of beginning reading, methods of teaching reading, grouping, achievement, programs, interests, materials, comprehension, vocabulary, word recognition, reading and the language arts, reading and intelligence, auditory factors, reading and physical growth, reversals, kindergarten attendance, language, and causes of reading difficulties. An annotated bibliography presents the purpose and findings or conclusions. The form used to gather the research reports is included. (212 item bibliography)

118. U. S. Office of Education (Warren G. Cutts). Research in Reading for the Middle Grades: An Annotated Bibliography. Washington, D. C.: U. S. Government Printing Office, 1963. Pp. 80.

A summary of reading research in the middle grades from 1955 to 1960 is presented. Research is listed under the following topics: causative factors, psychological factors, reading skills, educational media, and educational practices. An annotated bibliography as well as the questionnaire used to gather the research are included. (238 item bibliography)

119. U. S. Office of Education (Doris V. Gunderson). Research in Reading Readiness. Washington, D. C.: U. S. Government Printing Office, 1964. Pp. 38.

Research studies concerned with readiness for beginning reading, both published and unpublished, from 1948 to 1962 are summarized. The findings are organized under the following categories: (1) value of readiness programs, (2) readiness factors, (3) length of program,

(4) reading readiness programs, (5) materials, (6) tests, (7) readiness and the home, and (8) age of beginning reading. A brief summary of the research and suggestions for needed research are included. (71 item bibliography)

120. Weingarten, Samuel. Boundaries of Reading in Satisfying Needs. Education, April 1964, 84, 480-89.

The history of bibliotherapy is traced from classical times to the present. Both the benefits and objections to bibliotherapy are explored. In conclusion, Weingarten points out that modern professional literature describing the deliberate use of books for developmental purposes on the college level is very scanty indeed, and that on the college level the extent of bibliotherapy is not "commensurate with the importance and recognition of the approach." (44 item bibliography)

121. Wittick, Mildred Letton. Selected References on Elementary-School Instruction. The Subject Fields: Language Arts. Elementary School Journal, Nov. 1963, 64, 103-11.

Part II of a series of three lists on instruction in the elementary school is given. In this list, experts offer references on foreign languages, the language arts, library programs, and the social studies. The annotated references are presented alphabetically by author in each area of coverage. (138 item bibliography)

122. Witty, Paul A. Meeting Development Needs Through Reading. Education, April 1964, 84, 451-58, 490-92.

Reading as a means of satisfying developmental needs, or reading as bibliotherapy, is discussed. A list of developmental needs employed for guiding reading at the Northwestern University Psycho-Educational Clinic is presented. Several illustrations of the bibliotherapy technique are given. (50 item bibliography)

123. Ziller, Robert C. The Social Psychology of Reading. The Reading Teacher, May 1964, 17, 583-88, 593.

A discussion of the social psychological factors involved in the process of reading is given. Reading is described as a social learning or imitative process, as social interaction with the writer, and as a process of self search or self discovery. The idea of group problem-solving in a reading context is discussed in terms of imitation, identification, and role playing. (17 item bibliography)

1963

124. Belden, Bernard R. Utilization of Readability Formulas for Effective Instruction. Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 139-47. Eleventh Yearbook of the National Reading Conference, 1962. (IV-12)

Readability appraisals of secondary and college-adult textbooks to discover the nature and difficulty of the reading demands on students in various curricula areas are described. The development of readability formulas and the findings of previous readability studies are discussed. Investigations at Oklahoma State University of the readability of state-adopted secondary science textbooks (biology, chemistry, physics) and of seven college-adult reading improvement books are summarized. Readability levels too high for the students using the various texts, particularly in high school biology and chemistry, are reported. Implications of the findings are discussed. A table listing the readability levels of the reading improvement books is included. (17 item bibliography)

125. Bliesmer, Emery P. and Lowe, Alvin J. 1961 Review of Research on College-Adult Reading. Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 189-205. Eleventh Yearbook of the National Reading Conference, 1962. (I)

A summary of 90 research studies on college-adult reading for 1961 is given. Major categories discussed are reading programs (reports, surveys, and analyses); factors influencing reading and study skills; reading habits, traits, and characteristics; and skill effects, tests, readability, and other areas. (90 item bibliography)

126. De Hirsch, Katrina. Concepts Related to Normal Reading Processes and Their Application to Reading Pathology. Journal of Genetic Psychology, June 1963, 102, 277-85. (I)

Some aspects of normal reading processes pertinent to children suffering from severe reading disturbances are presented. The inter-relationship of physical and mental functions in reading are described. Conflicting views on whole-part learning as applied to the reading process, with particular emphasis on the Gestalt approach, are examined. Whole-part disabilities of dyslexic children are discussed. It is concluded that skilled reading requires a high degree of integration and differentiation; these skills are generally found deficient or lagging in dyslexic children. Implications for remediation of severely disabled readers are given. (34 item bibliography)

127. Duker, Sam A. A Bibliography on Individualized Reading. New York: Brooklyn College, November, 1962. 15 pp. (I)

A bibliography dealing with individualized reading is presented. The bibliography is divided into two sections: (1) the bibliography itself in an alphabetical by author arrangement; and (2) a subject classification of some of the bibliographic items. In this second section, a star system is used to denote specially recommended items. (350 item bibliography)

128. Duker, Sam. Master's Studies on Individualized Reading. Elementary English, Mar. 1963, 40, 280-82. (I)

A content analysis of 34 master's theses dealing with individualized reading instruction is presented. All of the theses are from the years 1959-61, with the exception of five from earlier years. The studies are concerned with the following: bases for program evaluations; programs in all elementary school grades; programs longer than eight months in duration; surveys of the literature; orientation of teachers, parents, and pupils; pupil motivation; descriptions of individualized reading programs; record keeping; forms, surveys, and questionnaires for pupil interest inventory; use of a basal reader program with individualized reading instruction; role of the teacher; case studies of individual pupils; problems arising; and ways of securing books for a program. (34 item bibliography)

129. Fisher, Joseph A. The Volume, Interests and Tastes of Adult Readers. Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 154-64. Eleventh Year-book of the National Reading Conference, 1962. (I)

A survey of the research to determine the volume, interests, and tastes of adult readers is presented. The following conclusions were drawn: (1) social role seemed to be a basic determiner of the individual reading pattern and social participation seems to be a correlate of more and better reading; (2) the concept of social role represented a constellation of intellectual, emotional, and social characteristics; (3) of all characteristics constituting the syndrome referred to as the "social role" and which are subject to measurement, education seemed to be the best indicator of the participation pattern; (4) education was a clue to the social role which was more nearly the determiner of an individual's reading pattern than education alone; and (5) education was the foundation for various skills and interests. Tables and references are given. (9 item bibliography)

130. Groff, Patrick. Comparisons of Individualized and Ability-Grouping Approaches as to Reading Achievement. Elementary English, Mar. 1963, 40, 258-64, 276. (I)

Comparisons of individualized (IR) and ability groupings (AG) approaches to reading achievement are presented. Thirty-two annotated studies comparing the I.R. and A.G. methods, and thirty-nine annotated studies of achievement in I.R. with no comparison with A.G. groups are reported. Results varied. (11 item bibliography)

131. Harris, Theodore L. Some Issues in Beginning Reading Instruction. Journal of Educational Research. Sept. 1962, 56, 5-19. (I)

Three approaches to reading instruction are examined in relation to their different learning emphases and actual instructional practices. The meaning-first emphasis holds that reading is essentially a cognitive process, a process of coming to grips immediately and directly with the thought units of language, the word, the phrase, the sentence, and other more complex patterns of thought. The discrimination-first emphasis, rapidly gaining ground, holds that the beginning reading is essentially a perceptual process, one of learning to make the necessary discriminations which our written language requires. A third approach, strongly advocated in this paper, is the dual meaning-discrimination method which offers a resolution of the meaning or discrimination imbalance found in the other two methods. A detailed appraisal of the effectiveness and stability of the dual meaning-discrimination approach made over a 10-year period in Champaign, Illinois, is reported. Tables are included. (31 item bibliography)

132. Harris, Theodore L. Summary of Investigations Relating to Reading. Journal of Educational Research, Feb. 1963, 56, 283-310. (I)

A summary of investigations relating to reading from July 1, 1961 to June 30, 1962 is presented. The literature related to reading is reviewed under these headings: (1) sociology of reading, (2) psychology of reading, (3) learning processes and functions in reading, (4) research in readability, (5) the physiology of reading, (6) the teaching of reading and, (7) appraisal of reading. References are annotated. (112 item bibliography)

133. Lofthouse, Yvonne M. Individualized Reading: Significant Research. The Reading Teacher, Sept. 1962, 16, 35-37, 47. (I)

A summary of ten significant research articles about individualized reading from 1957 to 1961 is given. Results of studies of individualized and ability grouping methods and evaluations of individualized reading programs are included in the summary. Findings from most of the studies revealed little or no superiority of individualized reading over other methods. (10 item bibliography)

134. Mackintosh, Helen K. Language Arts Curriculum: Fifty-Year Highlights of the Elementary Program. Elementary English, Jan. 1963, 40, 5-14, 55.

An overview of the highlights of developments during the past fifty years in the language arts curriculum for the elementary grades is presented. Problems, research findings, philosophical influences evidenced in curriculum guides, modifications of materials and methods of teaching, and children's attitudes and habits, their growth and development are among the many issues influencing curricular development which are summarized. References are given.

135. Moore, Walter J. Research on the Skimming Process in Silent Reading. University of Kansas Bulletin of Education, Fall issue, Nov. 1962, 17, 20-28. (I)

A summary of the literature on skimming revealed that few factual contributions to the knowledge of the nature of the skimming process in silent reading had been made. From studies carried out at the University of Illinois since the mid-1950's which employed very extensive eye-movement photographic sequences, certain definite information regarding the skimming process emerged. There were significant differences in skimming processes which placed this type of reading in a category apart from slow, normal or rapid reading. The patterns of eye-movements of skimmers were varied. In general, skimmers fixated fewer times, took less time and scored as well or better on comprehension tests than did fast, normal or slow readers. The patterns of coverage were highly individual. Not all skimmers were good readers as judged by their scores on comprehension tests; some scored as low as zero. Secondly, successful skimming appeared to require certain emotional freedoms; certain personality types could not bring themselves to skim. Skimming techniques were highly individual and were acquired without formal training, although it appeared to be a trainable skill. Implications for further research are given. References are included.

136. National Conference on Research in English, Development of Taste in Literature (Nila B. Smith, Chairman). Research Bulletin of the National Conference on Research in English. Champaign, Ill.: NCTE, 1963. (I)

This research bulletin was prepared by the National Council on Research in English on the subject of development of taste in literature. The introduction, which deals with the need to develop literary taste, is followed by three articles dealing with the development of taste in the elementary grades, junior high school, and senior high school. Elements inherent in the development of tastes, reports of research studies, suggestions for the classroom teacher, factors, materials, and methods affecting taste, and areas needing research are discussed. (155 item bibliography)

137. Petty, Walter T. A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1962. Elementary English, Feb. 1963, 40, 150-64, 201. (I)

A summary of reading research relating to the English language arts in elementary education for 1962 is reported. Programs and methods, readiness and early reading programs, vocabulary studies, factors affecting reading, attitudes and interests, and materials are areas reported. Research in written communication as well as in oral communication is described. (58 item bibliography)

138. Rankin, Earl F., Jr. The Relationship Between Reading Rate and Comprehension. Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 1-5. Eleventh Yearbook of the National Reading Conference, 1962. (I)

A review of the literature revealed widespread disagreement concerning the relationship between reading rate and comprehension. Such variable results seemed to be a function of differences in reading materials, reader characteristics, and testing procedures. Each of these three areas is discussed. Apparently, confounding rate and comprehension on measurements was responsible, at least in part, for some of the earlier findings that "fast readers are good readers." Other studies revealed only a slight relationship between rate and power of comprehension. When the material was more difficult, when more critical thought processes were involved, and when the reader's purpose was more exacting, the relationship between reading rate and comprehension was minimal. (16 item bibliography)

139. Robinson, H. Alan, and Muskopf, Allan F. High School Reading -- 1961. Journal of Developmental Reading, Autumn 1962, 6, 26-40. (I)

A summary of the professional literature on junior and senior high school reading for 1961 is reported. The literature revealed that secondary schools are cognizant of the need for extending reading instruction beyond the elementary grades. The literature is summarized under these headings: current emphasis, teacher training, programs, and methods and materials. (48 item bibliography)

140. Robinson, Helen M. Summary of Investigations Relating to Reading, July 1, 1961 to June 30, 1962. The Reading Teacher, Jan. 1963, 16, 285-322. (I)

Seventeen summaries and/or annotated bibliographies of research relating to reading are included in this article covering the period from July, 1961, to the end of June, 1962. Broad areas reviewed are: (1) The Sociology of Reading, including media of communication, techniques for evaluation, types and content of materials, and attitude and opinion resulting from reading; (2) The Physiology and Psychology of Reading, in relation to intelligence and reading, reading and language abilities, factors related to comprehension and interpretation, visual perception and reading, mode of learning,

reading disability, personality and reading, reading interests, and readability; (3) The Teaching of Reading, including readiness, teaching at the various grade levels, remedial reading, analysis of basal readers, tests and their relationships, and finally, the reading of atypical pupils. Information contained in an annotated bibliography is not duplicated in the body of the summary. (180 item bibliography)

141. Schick, George B. Research and Development in Vocabulary Improvement Courses. Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 113-19. Eleventh Yearbook of the National Reading Conference, 1962. (I)

The literature on instruction for vocabulary improvement, including articles, research reports and textbooks published in the 10-year period from 1952-1962, is surveyed. The literature is considered under five categories: (1) affix and root study of words, (2) a word-list approach to the improvement of readers' vocabularies, (3) the exposition of various schemes, devices, games, or specific practices designed to create interest and curiosity in words, (4) the significance of context in word acquisition, and (5) the problem of testing. Public interest in the growth of word power is considered. (54 item bibliography)

142. Sizemore, Robert. Reading Interests in Junior High School. Education Apr. 1963, 83, 473-79. (I)

Selected recent investigations of the reading interests of seventh and eighth graders are summarized. The studies are arranged under the following topics: reading as recreation, televiewing and reading, nature of preferred materials, sex, a major determinant, and reading and mental ability. The studies suggested the importance of continued guidance in reading by parents, teachers, and librarians; the maintenance of balanced collection of materials in home and school libraries; the need for greater familiarity with children's literature by teachers and parents; and classroom activities to arouse interests of the good and poor readers. (20 item bibliography)

143. Staiger, Ralph C. Language Arts Research: 1962. Elementary English, Apr. 1963, 40, 362-69, 378. (I)

A bibliography in language arts completed in 1962 and compiled under the auspices of the Research Committee of the National Council of Teachers of English and the National Conference on Research in English, is given. The research is grouped under the following topics: programs and curricula, vocabulary, linguistics, mass communication, materials analyses and readability, bilingualism, reading in the elementary school, reading in the secondary school, college and adult reading, corrective reading, writing, grammar and usage,

spelling, handwriting, speaking and speech correction, listening, thinking processes, college English, instructional procedures, and dramatics. (221 item bibliography)

144. Strang, Ruth. Scope of Adolescent Interests. Education, April, 1963, 83, 463-67. (I)

The relation of adolescents' interests to reading are discussed. Investigations of reading interest are summarized. (16 item bibliography)

145. Strom, Ingrid. Summary of Investigations Relating to the English Language Arts in Secondary Education: 1961-62, English Journal, Feb. 1963, 52, 118-36. (I)

A summary of investigations relating to the English language arts in secondary education in 1961 and 1962 is given. The investigations are arranged under the following topics: practices in the teaching of reading and literature; practices in the teaching of writing, grammar, spelling, and vocabulary; practices in the teaching of speaking, listening, viewing, and mass media; practices in the use of teacher aids, programmed instruction, teaching machines, and team teaching; practices in evaluating the program of instruction in English language arts; and studies of the status of the English language arts. (102 item bibliography)

146. Summers, Edward G. Doctoral Dissertation Research in Elementary and Secondary Reading: 1958, 1959, and 1960. Journal of Developmental Reading, Summer 1962, 5, 232-44. (I)

A bibliography of doctoral dissertations appearing in Dissertation Abstracts for 1958 through 1960 relating to elementary and secondary reading is presented. Headings under which research is summarized are intelligence and reading ability, personality characteristics and reading, environment and parental attitudes, reading interests and attitudes, physiological factors in reading, characteristics and comparisons of good and poor readers, predicting reading success, reading readiness, reading programs, teaching methods, basal readers, readability, materials and instructional aids, reading achievement, reading and achievement in other areas, reading in the content areas, word recognition-vocabulary, phonics, reading and listening, teacher preparation-in-service training, diagnosis of reading difficulties-remedial programs, and measurement. (111 item bibliography)

147. Summers, Edward G. Doctoral Dissertation Research in Reading Reported for 1961--Part I. Journal of Developmental Reading, Winter, 1963, 6, 87-105; Part II, Spring 1963, 6, 156-75. (I)

This annotated bibliography lists twenty-eight doctoral theses in reading reported in Dissertation Abstracts, University Microfilms,

Ann Arbor, Michigan, for 1961. Wherever possible, the exact wording from the actual thesis summary has been used to avoid confusion. As much as possible of the procedure, research design, and conclusions of each thesis is described. (28 item bibliography)

148. Summers, Edward G. Recent Research in College and Adult Reading. Journal of Developmental Reading, Autumn 1962, 6, 5-14. (I)

Fifteen research studies in college and adult reading since Summer, 1961, are reviewed. The research reported here includes evaluations of existing college reading programs, presentations of methods of teaching reading, analyses of reading habits of college and adult readers, explorations of the relationship to reading variables such as handedness and interest, and information relative to the preparation of high school and college teachers of reading. (15 item bibliography)

149. Townsend, Agatha. What Research Says to the Reading Teacher: Applied Reading--A Bibliography. The Reading Teacher, Dec. 1962, 16, 189-91, 193-94, 201. (I)

Annotated references and a discussion of studies which explore applied reading from 1953 to 1962 are presented. A definition of applied reading is included. The entries are, for the most part, an examination of the performance of pupils in their reading for the content subjects.

150. Townsend, Agatha. What Research Says to the Reading Teacher: Tests and Measurements. The Reading Teacher, Mar. 1963, 16, 371-73. (I)

A partial summary of the literature on tests and measurements from 1957 to 1962 for the use of the reading teacher is presented. An increase in behavior description and a decrease in emphasis on exact measurement is reported for this period. The research and literature includes selection of tests, revised and new tests, and theoretical studies. (14 item bibliography)

151. Weaver, Wendell W. The Predictability of Omissions in Reading and Listening. Problems, Programs and Projects in College-Adult Reading edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 148-53. Eleventh Yearbook of the National Reading Conference, 1962. (I)

A discussion of lexical and structural redundancy in language and the method by which the human brain organizes and stores both written and spoken material is presented. The processes of the brain are compared with those of a computer. The redundant structural element in language is explained as a "program" from which the brain decodes and encodes messages. Reasons that encoding is considered easier in reading than in listening are discussed. (13 item bibliography)

1962

152. Betts, Emmett Albert. Impact of Adult Reading on Pupil Achievement. Education, Sept. 1961, 82, 29-35.

Adult reading habits and their effects on pupil reading achievement are discussed. Research on adult reading is reported under the following categories: (1) the impact of the community, (2) reading and other mass media, (3) parent aspirations for their children, (4) the challenge of competing media, (5) book reading, (6) magazine reading, and, (7) newspaper reading. Implications of the research for parents, teachers, libraries, and schools are given. (25 item bibliography)

153. Bliesmer, Emery P., and Lowe, Alvin J. 1960 Review of Research on College and Non-College Adult Reading. Phases of College and Other Adult Reading Programs (edited by Emery P. Bliesmer and Albert J. Kingston, Jr.), pp. 150-70. Tenth Yearbook of the National Reading Conference, 1961.

A review of research on college and non-college adult reading for 1960 is presented. Studies are summarized under the following headings: (1) Reading Programs (Reports, Surveys and Analysis); (2) Tests; (3) Factors Influencing Reading and/or Study Skills; (4) Leading Characteristics, Status and Habits of College Students and Other Adults; (5) Importance or Effects of Reading and Study Skills; and, (6) Readability, Readership and Other Areas. (75 item bibliography)

154. Early, Margaret (Ed.). A Summary of Investigations Relating to the English Language Arts in Elementary Education--1961. Elementary English, Apr. 1962, 39, 336-48, 366.

Studies of reading, written communication, and oral communication related to elementary or pre-school pupils and collected from 23 professional publications are summarized. Investigations of reading concern the following: methods and programs, early reading and reading readiness programs, rate of reading, characteristics of readers, evaluations of materials, vocabulary studies, and summaries and evaluations of research. Investigations of written communication concern the following: capitalization, spelling, handwriting, composition, and summaries of research. Studies in oral communication deal with listening-observing creative thinking, listening, television, and summaries of research. (48 item bibliography)

155. Harris, Theodore L. Summary of Investigations Relating to Reading July 1, 1960 to June 30, 1961. Journal of Educational Research, Feb. 1962, 55, 197-220.

A summary of investigations relating to reading for the period July 1, 1960 to June 30, 1961 is presented. The investigations cited and summarized are limited to empirical research studies. Primary sources are emphasized as much as possible. The summary is organized under four categories -- the sociology of reading, the psychology of reading, the physiology of reading, and the teaching of reading. An extensive, annotated bibliography is included. (148 item bibliography)

156. Jensen, J. Vernon. Effects of Childhood Bilingualism. Elementary English, Feb. 1962, 39, 132-43; Apr. 1962, 358-66.

In this second article of a two-part series on childhood bilingualism, the effects of childhood bilingualism are summarized; current knowledge about the method to be followed in educating the bilingual child is discussed. Positive advantages of childhood bilingualism are listed under six categories: (1) speech development, (2) language development, (3) intellectual development, (4) educational progress, (5) emotional adjustment, and (6) effects on society. Recommended procedures and attitudes are described for the home, the elementary school, and the public and also for research. Points for evaluating the literature are considered. References are made to a bibliography presented in the first part of the series.

157. Lennon, Roger T. What Can Be Measured? Reading Teacher, Mar. 1962, 15, 326-37.

A review of the outstanding research carried out since 1941 on problems related to the measurement of reading ability is presented. These four components of reading ability are considered reliably measurable: a general verbal factor (word knowledge), comprehension of explicitly stated material, comprehension of implicit or latent meaning, and an element that might be termed "appreciation." Special problems related to the measurement of speed are discussed. Important values related to reading which cannot be measured, such as the quality or richness of a person's interpretation of a given selection, the wisdom with which persons make their choices of reading matter, and the extent to which they profit from their reading, -- are considered. (15 item bibliography)

158. Main, Porter. Developmental Reading: A Selective and Critical Bibliography. Part X, Journal of Developmental Reading, Summer 1961, 4, 283-84.

Six articles dealing with developmental reading are annotated in a selective and critical bibliography. Topics included in the articles are methods of teaching developmental reading to the gifted child, the free adult reading clinic, methods of teaching reading at the secondary level, methods for building interest in extended reading, importance of improving the reading program, methods of teaching speed reading to college freshmen, and teaching the slow learner in the junior high school. (6 item bibliography)

159. Poulton, E. C. British Courses for Adults on Effective Reading. British Journal of Educational Psychology, June 1961, 31, 128-37.

An effective reading course designed to increase the rate of reading and comprehension for adults between 25 and 50 in England is described. The Harvard course was modified to suit the needs of British adults. This British test version is discussed. The average rate of reading dropped somewhat three to six months after the end of the course, but the percentage gain in comprehension rose slightly. The need for validation outside course hours is stressed, and various suggestions are made for additional research. A table is given. (36 item bibliography)

160. Robinson, H. Alan, and Dramer, Dan S. High School Reading -- 1960. Journal of Developmental Reading, Autumn 1961, 5, 3-14.

Professional literature concerning junior and senior high school reading is summarized. Topics investigated relate primarily to the following areas: critical reading and thinking, reading programs, and studies concerning general aspects of reading. All but one of the 38 reports were published in 1960. (38 item bibliography)

161. Robinson, Helen M. Summary of Investigations Relating to Reading July 1, 1960, to June 30, 1961. Reading Teacher, Jan. 1962, 15, 293-321.

A summary of investigations related to reading, dating from July 1, 1960, to June 30, 1961 is presented. The studies are arranged under the following headings: summaries relating to specific aspects of reading, the sociology of reading, the physiology and psychology of reading, and, the teaching of reading. An annotated bibliography is appended. (144 item bibliography)

162. Sayles, Daniel G. Recent Research in Reading: Implications for College and Adult Programs. Journal of Developmental Reading, Summer 1961, 4, 217-27.

Twenty-six reading research articles published from 1948 to 1960 are reviewed. Inferences from the research are included in each of the six areas of reading discussed: (1) reading ability as a predictor of academic achievement, (2) the effectiveness of college and adult reading improvement programs, (3) affective and attitudinal factors in reading ability, (4) diagnostic and screening procedures, (5) eye movements and reading skill, (6) comprehension. (26 item bibliography)

163. Spache, George D. Evaluation of Eye-Movement Photography in Reading Diagnosis and Reading Training. Research and Evaluation in College Reading (edited by Emery P. Bliesmer and Oscar S. Causey), pp. 98-106. Ninth Yearbook of the National Reading Conference for College and Adults. Fort Worth, Texas: Texas Christian University Press, 1960.

Eye-movement photography in reading diagnosis and reading training evaluated. Studies offered by the manufacturers of the new eye-movement camera were reviewed on the basis of these questions: Why bother to photograph eye movements? What does eye-movement photography add to the diagnostic procedure or to the interpretation of training results? Four basic reasons for eye-movement photography were derived: (1) to record the behavior of the eyes in the act of reading; (2) to secure indications useful in planning the remedial program; (3) to find symptoms of inefficient visual functioning or visual defect, and (4) to observe indications of maladjustment to the act of reading. Recent studies of validity and reliability of eye-movement photography are surveyed. (23 item bibliography)

164. Strom, Ingrid M. Summary of Investigations Relating to the English Language Arts in Secondary Education: 1960-61. English Journal, Feb. 1962, 51, 123-40.

Investigations relating to the English Language Arts in secondary education, 1960-61, are summarized. The dearth of significant developmental and experimental studies is reflected in the summary. The investigations are listed under six categories: (1) practices in the teaching of writing, grammar, and spelling; (2) practices in the teaching of speaking, listening, viewing, and the mass media; (3) practices in the teaching of reading; (4) social, intellectual, and experimental factors associated with the English Language Arts; (5) evaluating the program of instruction in the English Language Arts; and (6) studies of the status of the English Language Arts. (90 item bibliography)

165. Summers, Edward G. Dissertations in College Reading. 1918 to October, 1960. Journal of Developmental Reading, Summer 1961, 4, 268-71.

A bibliography of doctoral dissertations on college reading completed during the period 1918 to October of 1960 is presented. The bibliography is arranged in chronological order to give an indication of the increased emphasis on college reading research in more recent years. (61 item bibliography)

166. Townsend, Agatha. A New Bibliography on Phonics. Reading Teacher, Sept. 1961, 15, 49-52.

This bibliography was compiled for the teacher of reading and/or the school administrator concerned with the controversial area of phonics and its impact upon instruction and public opinion. Although not comprehensive, the sixteen annotated references are easily accessible to reading teachers in the United States and Canada. Areas covered range from phonics generalizations through the application of phonics to the primary grades, retarded readers, audio-visual aids, methods of teaching, and teacher experimentation. (16 item bibliography)

167. Townsend, Agatha. Reading in the Junior Grades. Reading Teacher, Mar. 1962, 15, 369-71.

An annotated list of recent studies related to the extended reading program for grades seven through nine is presented. The items were selected as being particularly pertinent to the area of reading, to the age group considered, and to the current problems under discussion. (23 item bibliography)

168. Townsend, Agatha. Readiness for Beginning Reading. Reading Teacher, Jan. 1962, 15, 267-70, 276.

A summary of some of the reading readiness research from 1956 to 1961 intended for the reading teacher is reported. Studies dealing with the level of development a child must reach before he is likely to succeed in beginning reading, with physical characteristics, with bilingual background, with the relation of readiness tests to later achievement, and with the utilization of new materials or approaches are included. References are included. (22 item bibliography)

1961

169. Becker, Samuel L. Teaching of English in the Mass Media. Elementary English, Apr. 1961, XXXVIII, 250-58.

Research concerning the use of television in the teaching of English is reviewed. Limitations of existing research and suggestions for future research are discussed. (27 item bibliography)

170. Bliesmer, Emery P. 1959 Review of Research on College and Non-College Adult Reading. Research and Evaluation in College Reading (edited by Oscar S. Causey and Emery P. Bliesmer), pp. 49-62. Ninth Yearbook of the National Reading Conference for College and Adults. Forth Worth, Texas: Texas Christian University Press, 1960.

Research articles on college and non-college adult reading, written primarily during 1959 and taken from professional journals, are summarized. Treatment of the information contained in the various reports or articles is organized under the following general headings: tests; factors influencing reading and study skills; and miscellaneous. (54 item bibliography)

171. Clymer, Theodore, and Robinson, Helen M. Reading. Language Arts and Fine Arts, Review of Educational Research, Apr. 1961, XXXI, 130-44.

An analysis of research publications in reading for 1957 through 1960 is presented. Document analyses of representative studies are arranged under the following topics: general bibliographies and reviews, grouping practices, methods, materials, comprehension, factors related to reading, visual problems and reading, and remedial reading. Areas of future research are suggested. (65 item bibliography)

172. Henry, Nelson B. (Ed.). Development In and Through Reading. The Sixtieth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1961.

Reading programs for elementary and secondary school pupils, extension of reading instruction in colleges and in organized programs of adult education, and reading to promote personal and social growth are discussed. Criticisms of reading programs and trends during 1950-1960 are presented. Articles written by leaders in the reading field are organized in these categories -- the nature of reading development, factors and conditions influencing reading development and personal growth, materials of instruction for reading development and personal growth, sequential development in reading, and remedial procedures and evaluation. References and tables are included.

173. Hill, Walter. Studies of Student Readers and Their Implications for College Instruction. Research and Evaluation in College Reading (edited by Oscar S. Causey and Emery P. Bliesmer), pp. 9-20. Ninth Yearbook of the National Reading Conference for College and Adults. Fort Worth, Texas: Texas Christian University Press, 1960.

Representative studies relating to the upper grade student reader are treated in this paper as a background to the nature of the college student reader and as a source for deriving some implications for college instruction. The Holmes and Iowa studies are presented as illustrative of the possibilities of the multifactor approach to investigations of college readers. Research needs are listed, and administrative and instructional implications are offered. (17 item bibliography)

174. Holmes, Jack A. Personality Characteristics of the Disabled Reader. Journal of Developmental Reading, Winter 1961, IV, 111-22.

A comprehensive examination of the relationship of personality development to reading ability was conducted through documentary analysis. Studies of personality traits and success in reading or spelling from grade school through college level are reported, and the literature is reviewed. Experimental attempts to establish a relationship between certain personality traits and success in reading or spelling have yielded inconsistent results -- positive at the lower grade levels, negative at the high school and college levels. These inconsistencies are explained by the offered gradient shift hypothesis, and further credence is gained if these developmental changes are pictured as a gradual process of internalizing into deep-seated value systems what was initially, in the child, merely a superficial role-mask or persona guide for behavior. Out of such childhood notions of what one's self-image ought to be, deep-seated value-convictions called mobilizers are developed. Mobilizers are defined and their roles are discussed. (22 item bibliography)

175. Langman, Muriel Potter. The Reading Process: A Descriptive, Interdisciplinary Approach. Genetic Psychology Monographs, July 1960, LXII, 3-40.

To describe an interdisciplinary approach to the reading process, areas of behavior related to the acquisition of reading skills are named, and information from psychology, particularly theories of perception and linguistics, is drawn together to illustrate the extreme complexity of the reading process. The relation between the nature of language as a generalizing and conceptualizing process and the skills involved in reading is demonstrated. Lists of generalizations, concepts, and insights related to reading skills are included to support the conclusion that the absence of ability in language skill areas is an important but not

fully understood cause of serious reading retardation. Under a group of headings contributed by studies in the field of reading readiness, reading retardation, and learning theory, the reading process is discussed in detail. Relationships between reading and the disciplines of psychology, generally, and linguistics, specifically, are hypothesized. Conclusions are drawn; implications are presented. (32 item bibliography)

176. McDonald, Arthur S. What Current Research Says About Poor Readers in High School and College. Journal of Developmental Reading, Spring 1961, IV, 184-96.

Current research about deficient readers in high school and college is analyzed. Studies that describe physical factors, intellectual factors, deficiency symptoms, home influences, educational factors, emotional factors, and use of leisure time are summarized. It was concluded that reading disability in high school and college students originates from multicausal factors and psychological functions. It is suggested that reading instruction should include personal and social adjustment. (77 item bibliography)

177. Main, Porter; Schwartz, Edward; and Lokke, Virgil. Developmental Reading: A Selective and Critical Bibliography. Journal of Developmental Reading, Part I, Winter 1959, II, 67-71; Part II, Spring 1959, II, 68-71; Part III, Summer 1959, II, 69-72; Part IV, Autumn 1959, III, 68-72; Part V, Winter 1960, III, 143-45; Part VI, Spring 1960, III, 213-18; Part VII, Summer 1960, III, 283-86; Part VIII, Autumn 1960, IV, 69-71; Part IX, Spring 1961, IV, 212-16.

A selective and critically annotated bibliography of studies in developmental reading for the years 1947 to 1957 is given. Parts four through nine are included.

178. Robinson, H. Alan, and Dramer, Dan S. High School Reading--1959. Journal of Developmental Reading, Autumn 1960, IV, 25-40.

Selected professional literature on junior and senior high school reading, pointing out selected highlights of accomplishment and needs, is reported for 1959. The survey covers reports published in 1959, as well as earlier reports. A bibliography of 63 items includes references in addition to those mentioned in the article. A subject key to the bibliography is provided.

179. Robinson, Helen M. Summary of Investigations Relating to Reading July 1, 1959 to June 30, 1960. Journal of Educational Research, Feb. 1961, XXVII, 203-20.

A summary of investigations of reading from July 1, 1959 to June 30, 1960 is given under four categories: 1) summaries

relating to specific aspects of reading; 2) the sociology of reading; 3) the physiology and psychology of reading; and 4) the teaching of reading. (101 item bibliography)

180. Russell, David H. Reading Research that Makes a Difference. Elementary English, Feb. 1961, XXXVIII, 74-78.

The ten best examples of reading research which have widely influenced reading instruction over the years are presented and discussed in this article. Characteristics of the studies are given. (14 item bibliography)

181. Sartain, Harry W. Research on Individualized Reading. Education, May 1961, LXXXI, 515-20.

A summary of research on individualized reading, which was limited to those studies which involved more than one teacher and provided comparative data, is presented. The main headings, under which the research is grouped, are: individualized-teaching movement; action research; formally designed experiments; and some doubts. What has been learned from the research is discussed in the last section of this article, and several factual conclusions are listed. (23 item bibliography)

182. Shafer, Robert E. Mass Communication. Language Arts and Fine Arts Review of Educational Research, Apr. 1961, XXXI, 197-207.

A survey of studies representative of research with important implications for education is presented. The problem of excessive television viewing by the pre-teenager and its effect upon low achievement is reported. An increase in the tendency to pattern mass-media behavior after that of older members in the family is reported. Further research on the use of film to control what is learned is noted. The lack of research on the effects of television instruction on students and teachers is described. Criteria for assessing programs are suggested. Suggestions are offered for experimenting with teaching by television as planned by a specialist in the psychology of learning, a content specialist teacher, a production specialist, a specialist in technical television, and one in research and evaluation. (79 item bibliography)

183. Smith, Nila Banton. What Have We Accomplished in Reading?--A Review of the Past Fifty Years. Elementary English, Mar. 1961, XXXVIII, 141-50.

A chronological survey of accomplishments in the field of reading during the fifty-year period from 1910 to 1960 is presented. Research highlights and important innovations for each of the five decades are discussed. (31 item bibliography)

184. Spencer, Peter L., and Russell, David H. Reading in Arithmetic. Instruction in Arithmetic. National Council of Teachers of Mathematics Yearbook, 1960, XXV, 202-23.

The role of reading in arithmetic is discussed. The nature of mathematical reading is distinguished from the nature of conventional reading. Common sources of difficulty in mathematical reading are examined. Also included is a survey of research on (1) arithmetic and general reading ability, (2) arithmetic and vocabulary, and (3) arithmetic and specific reading skills. Suggestions for teachers in helping students read verbal arithmetic problems are given. (48 item bibliography)

185. Staiger, Ralph C. Language Arts Research, 1960. Elementary English, Mar. 1961, XXXVIII, 175-86.

During the calendar year 1960, 312 separate research studies in the language arts were reported as completed or under way by respondents to a request of the National Council of Teachers of English and National Conference on Research in English. These studies are classified in this bibliography in related subgroups: programs and curricula; vocabulary; linguistics; mass communication; materials analysis and readability; bilingualism; reading: elementary, secondary, college, and adult; corrective reading; writing; grammar and usage; spelling; handwriting; speaking and speech correction; listening; library; exceptional children or slow learners; college English; instructional procedures; and folklore.

186. Strom, Ingrid M. Research in Grammar and Usage and Its Implications for Teaching Writing. Bulletin of the School of Education, Indiana University, Sept. 1960, XXXVI, entire issue.

A summary of the research literature dealing with the relationship between knowledge of grammar and ability to communicate effectively is reported in bulletin form. Literature is classified under the following headings: interrelationships among grammar, reading, and related factors; interrelationships among grammar, composition, and related factors; experimental studies concerned with the teaching of grammatical usage, sentence structure, and other problem areas in writing; diagraming as an aid to growth in reading, writing and speaking; developmental studies of growth in language power as related to speaking and writing; and, studies of levels of usage and of the structure of American English. (77 item bibliography)

187. Strom, Ingrid M. Summary of Investigations Relating to the English Language Arts in Secondary Education: 1959-60. English Journal, Feb. 1961, L, 111-25.

A summary of investigations relating to the English language arts in secondary education from 1959 to 1960 is presented. The summaries are organized under these areas: teaching practices, social and experimental factors, program evaluations, and teacher status. Evidence from the research indicates that achievement in the language arts is related both to environmental influences and to concrete factors. (84 item bibliography)

188. Townsend, Agatha. Helping the Gifted Reader. The Reading Teacher, Sept. 1960, XIV, 46-49.

Some of the research carried on between 1955 and 1960 related to meeting the needs of the gifted reader is briefly reviewed. (22 item bibliography)

189. Townsend, Agatha. Vocabulary Building in School and College. The Reading Teacher, Nov. 1960, XIV, 121-22, 125.

Research in many areas of vocabulary knowledge is surveyed. Several bibliographies are mentioned. Each source reviewed appears in the reference list. (12 item bibliography)

190. Vite, Irene W. Individualized Reading--The Scoreboard on Control Studies. Education, Jan. 1961, LXXXI, 285-90.

Seven studies aimed at evaluating the effects of individualized reading vs. ability grouping as a method of reading instruction in the early grades are reviewed. The studies are the work of researchers Philip Joseph Acinapuro, Frances Cyrog, Sam Duker, Antoinette McChristy, Harold Kaar, Alton L. Safford, and Harry W. Sartain. Four of the studies favor individualized reading; three favor ability grouping. Each summary is divided into two parts: (1) a brief description of the study itself, and (2) a resume of the results of the study. The seven studies were selected because they offered conclusive evidence regarding the value of individualized reading. (10 item bibliography)

191. Witty, Paul, and associates. Studies of Children's Interest--A Brief Summary. Elementary English, Part I, Nov. 1960, XXXVII, 469-75; Part II, Dec. 1960, XXXVII, 540-45, 572; Part III, Jan. 1961, XXXVIII, 33-36.

Studies of children's interest are summarized. A series of questionnaires, to be employed in studying interests, were devised. Items were assembled from diverse sources and listed in four questionnaires which deal with the following areas: 1) play and recreational activities; 2) TV, radio, and movie preferences; 3) reading pursuits; and 4) vocational and educational interests. Studies are arranged and summarized under these four topical areas. Educational implications and recommendations are offered. Footnotes are included. (26 item bibliography)

192. Bliesmer, Emery P. Review of Recent Research on College and Adult Reading. Starting and Improving College Reading Programs. Eighth Yearbook of the National Reading Conference. Fort Worth, Texas: The Texas Christian University Press, 1959, 171-92.

Research articles and reports on college and adult reading, published in 1957 and 1958, are reviewed under the following categories: (1) reading programs, (2) reading and study skills and habits (status indications), (3) influence of skills and habits, (4) factors influencing skills and habits, (5) tests, and (6) eye movements and controlled reading. (82 item bibliography)

193. Deverell, A. F. Are Reading Improvement Courses at the University Level Justified? Invitational Conference on Educational Research, The Canadian Educational Association, Saskatoon, Sept. 15 and 16, 1959, 19-27.

Literature relative to university reading courses in Canada and the United States were surveyed in an effort to assess their nature and value. Most courses were of short duration, involved pre- and post-testing, and were pursued on a non-credit basis. Emphasis was placed upon the British Columbia programs where diagnosis appeared much more thorough than in the United States. In these programs, groups varied in size from an individualized approach to programs geared to 35 students in attendance and from daily sessions to the one-period-per-week-type. Materials included workbooks, films, mechanical devices, programmed lessons, library instruction, and writing laboratories. Reports indicated gains in total reading ability and academic standing, and attitude toward academic accomplishment in general. Stress upon speed did not necessarily influence comprehension in some United States reports. The opposite was true for Canada where great care was given to diagnosis and recommendations for improvement. The Canadian programs utilized short intensive courses, non-credit in type, with extensive diagnosis as a source of motivation. Mechanical equipment was valuable for motivation and as a source of perceptual training. Growth in self-confidence in reading which carried over into academic accomplishment was considered the most valuable aspect of these programs. (13 item bibliography)

194. Dockrell, W. B. The Use of Wechsler Intelligence Scale for Children in the Diagnosis of Retarded Readers. The Alberta Journal of Educational Research, June 1960, VI, 86-91.

The empirical validity and the diagnostic significance of the test profile of the Wechsler Intelligence Scale (WISC) for the selection of pupils for remedial instruction in reading was investigated. Subjects were 34 children accepted for remedial instruction

by the Education Clinic of the University of Alberta in 1959 and 1960 for whom a full WISC profile was available. All had a discrepancy of at least two years between expected reading level as derived from the WISC full Scale IQ and actual reading level as measured by the Gray Oral Reading test. The group consisted of 29 boys and five girls ranging in age from 8.2 years to 14.9 years. Their mean WISC IQ's were Verbal Scale 100.68, Performance Scale 107.7, and Full Scale 104.53. The standard deviations were 11.75, 12.44, and 11.06 respectively. No control group was used. Differences due to age and sex were tested within the experimental group. The hypothesis was that the retarded readers would show a subtest pattern that distinguished them from the population as a whole. Results confirmed previous findings that Coding, Arithmetic, and Information and possibly Vocabulary are low and that Picture Arrangement and Completion are high among those cases showing improvement with clinical training. Since Coding measures visual discrimination and memory skill, it was assumed that a low Coding score was a diagnostic sign of importance in planning a remedial program. Tables are included. (13 item bibliography)

195. Eames, Thomas H. Some Neural and Glandular Bases of Learning. Journal of Education, Boston, Apr. 1960, CXLII, entire issue.

Information concerning neural and glandular processes and how they are related to learning is summarized to help the teacher develop a practical understanding of his pupils. Teaching approaches for students with various learning problems are suggested. The article is divided into three chapters. Chapter 1, entitled "Some Neurological Bases of Learning" discusses memory and attention, the brain, word blindness, specific reading disability, oral and silent reading, the pupil with brain damage, laterality, laterality in speech and reading difficulties, transfer, intelligence, and emotion in the classroom. Chapter 2 is devoted to a discussion of some glandular bases of learning, and describes the functions and disfunctions of the endocrine system, the pituitary, the thyroid, parathyroid, adrenal, pancreas, thymus and sex glands. Chapter 3 reviews recent studies with implications for learning. (33 item bibliography)

196. Entwisle, Doris R. Evaluations of Study-Skills Courses: A Review. Journal of Educational Research, Mar. 1960, LIII, 243-51.

Twenty-two reports of evaluations of college and high school study skills courses are reviewed. The results of each course are summarized in tabular form and discussed according to (1) kind of student, (2) criterion used for evaluation, (3) baseline used (control), (4) methods used to correct for bias, and (5,6) immediate and follow-up gains. Conclusions indicating the effectiveness of the study skills courses are listed; sizes of gains for 15 of the courses are presented in a table. (38 item bibliography)

197. Gray, William S. Summary of Investigations Relating to Reading July 1, 1958 to June 30, 1959. Journal of Educational Research, Feb. 1960, LIII, 203-22.

The investigations in this summary are arranged and reviewed according to the following broad subject areas: (1) specific aspects of reading, such as listening, visual problems, and reading retardation; (2) the sociology of reading or the use of different mass media, effect of various forms of presenting news and of bias in interpretation, and trends in newspaper circulation; (3) the physiology and psychology of reading, including relationships between reading and intelligence; correlations among reading, spelling, and arithmetic; reading and listening; eye-movement studies; factors influencing memory of words and paragraph meanings; speed and comprehension studies; speed of oral and silent reading; reading interests; readability studies; and factors associated with reading deficiency; and (4) the teaching of reading, including studies of achievement and progress in reading, phonics, vocabulary, grouping for instruction, developmental reading at the college level, remedial reading, and testing. All investigations are listed alphabetically by author. (120 item bibliography)

198. Josephina, C. J. S., Sister. Survey of the Research Related to the Reading Ability of the Gifted. Journal of Educational Research, Feb. 1960, LIII, 237-39.

Some major findings in reading performance related to gifted pupils, especially those in the elementary grades, are summarized. Most studies related to the reading ability of the gifted child are of a descriptive rather than a statistical nature. (20 item bibliography)

199. Karlin, Robert. Research in Reading. Elementary English, Mar. 1960, XXXVII, 177-83.

Research studies in elementary, secondary, and adult reading from 1931 to 1957 are surveyed. The studies are discussed briefly under the following categories: (1) reading readiness, (2) phonics, (3) reading interests, (4) influence of comics and television, (5) reading in the content fields, (6) individualized reading, and (7) reading machines. It was concluded from the various investigations that gains in rate of reading could be achieved through programs which included mechanical instruments. However, it was noted that instruction which did not favor machines could not only bring about these same gains, but also could produce superior results. Dependence upon expensive equipment to achieve suitable outcomes in reading rate was not recommended. (46 item bibliography)

200. Karlin, Robert. Who Are Treating Our Disabled Readers? The Reading Teacher, Apr. 1960, XIII, 288-92.

The multiple causes of reading failure are discussed in light of the urgent need for properly trained reading specialists. Factors which contribute to reading retardation are examined under the following categories: (1) physical (visual and auditory defects, general physical condition, physical growth and maturity, brain damage, mixed and confused dominance); (2) intellectual (close relationship between intelligence and growth in reading); (3) emotional (causes of reading disabilities and effects of reading failures); and (4) educational (primary grades, teachers, and school conditions). It is concluded that only those persons who are trained in psychology, especially in child and adolescent growth, personality development and mental hygiene, learning, and measurement and evaluation of reading faults and who have enjoyed supervised practice can be in a position to undertake some responsibility for the disabled reader. (18 item bibliography)

201. Lockwood, J. Bryce. Research on Problems in Reading Science. School Science and Mathematics, Oct. 1959, LIX, 551-56.

A Summary of findings of research studies dealing with problems of reading science and implications of these investigations is presented. Studies are classified under the following headings: development of scientific vocabulary, determination of the level of reading difficulty of textbooks for science, ability of teachers to estimate the reading difficulty of science textbooks, and selection of science textbooks. (16 item bibliography)

202. McCullough, Constance M. Implications of Research on Children's Concepts. The Reading Teacher, Dec. 1959, XIII, 100-07.

Literature dealing with the ideas which a child brings to the page and with the ideas which he attaches to the words in their relationships is surveyed. The following topics are considered: the definition and formation of concepts, factors influencing concept development such as age and intelligence, and ways teachers can facilitate the development of concepts. (39 item bibliography)

203. Pidgeon, D. A. A National Survey of the Ability and Attainment of Children at Three Age Levels. The British Journal of Educational Psychology, June 1960, XXX, 124-33.

The abilities and attainments of representative samples of children in England and Wales were surveyed. The age groups of the children tested were 7+, 10+, and 14+. All schools in the sample were grant-aided. The seven- and 14-year-olds were tested in October; the 10-year-olds were tested in May. The sampling procedure and tests administered are described. Mean standardized scores were used to analyze the data. There was overlap in performance between age groups as well as between modern and grammar schools. Girls had higher mean scores in mechanical arithmetic than boys. Urban children were superior in achievement to rural children. Tables are included. (11 item bibliography)

204. Rankin, Earl F., Jr. The Cloze Procedure--Its Validity and Utility. Starting and Improving College Reading Programs, Eighth Yearbook of the National Reading Conference. Fort Worth, Texas: The Texas Christian University Press, 1959, 131-44.

A summary of evidence concerning the validity of the cloze procedure as a technique for measuring readability, intelligence, pre-reading knowledge, and several components of reading comprehension is presented. The construction of a cloze test was compared with similar techniques. The features of the cloze technique which contribute to its general utility, as well as limitations of the technique, are discussed. Suggestions are made for use by classroom teachers, remedial reading specialists, and researchers. Recommendations for further study of the cloze technique and its utility are indicated. (13 item bibliography)

205. Robinson, H. Alan and Dramer, Dan S. High School Reading--1958. Journal of Developmental Reading, Winter 1960, III, 94-105.

The role of reading in the high school program is reviewed. Professional literature on junior and senior high school reading is surveyed. Studies are discussed within these areas: (1) flexible classroom organization as an aid to individualized instruction; (2) staff participation in relation to the reading problems of the particular school situation; (3) methods of evaluating reading achievement in content areas through tests, observation, teaching materials, textbook analysis and relating texts to modern literary works. The bibliography includes books and periodical articles which are not mentioned in the summary. (56 item bibliography)

206. Staiger, Ralph C. Language Arts Research, 1958. Elementary English, Nov. 1959, XXXVI, 502-10.

A bibliography of research studies in the language arts areas completed and/or in progress during 1958 is presented. Research on the master's, doctoral, and post-doctoral levels are listed in alphabetical order by author in 18 categories. Literary criticism is not reported. The reported studies in speech correction and theatre are described as an inadequate sampling of current research in these areas. No attempt was made to evaluate the significance of the studies listed. (284 item bibliography)

207. Standish, E. J. Readiness to Read. Educational Research, Nov. 1959, II, 29-38.

The readiness problems of children in infant classes in Britain are described. Of the 60 primary schools studied in Kent, 55 were introducing reading to most of the five-year-olds for the first time. However, in five schools, most of the children had mastered the mechanics of reading at home. Low ability, lack of parental encouragement, and illiteracy among parents multiplied

the problems in adapting educational aims and techniques. Discovering that moment when teaching efforts produce best results proved quite difficult because of the lack of tests for readiness other than those developed in an American cultural setting. Prediction derived from the tests frequently proved inadequate because the norms established on American populations rarely went as low as the age levels required for beginners in Britain. Good teachers found readiness difficult to assess; many considered it a matter of instinct on the part of a teacher. Motivation was considered high on the list of characteristics of the child who might be ready to read. This factor, coupled with teacher attitude and ability to meet individual needs, was stated as conducive to pupil success. (21 item bibliography)

208. Tinker, Miles A. Print for Children's Textbooks. Education, Sept. 1959, LXXX, 37-40.

Research on print for children's textbooks is surveyed. Topics included in the discussion are size of type, length of line, leading, styles of type face, quality and color of paper, color of paper and ink, and coordination of typographical factors. (10 item bibliography)

209. Townsend, Agatha. Another Look at Reading Interests. The Reading Teacher, Apr. 1960, XIII, 297-98, 301-02.

Research pertaining to reading interests is reported. Gray, in the 1960 edition of the Encyclopedia of Educational Research, estimated that 300 studies had been reported. Changing concepts, interest and reading levels in trade books, and suggestions for further research are discussed. (13 item bibliography)

210. Traxler, Arthur E. Recent Findings and Trends in Research on Reading. The Reading Teacher, Dec. 1959, XIII, 90-99.

A review of the research in reading published between 1953-57 is given. About one-fourth of the studies listed in Bulletin No. 75, Research in Reading During Another Four Years, issued by the Educational Records Bureau in the fall of 1957 are summarized. The areas of research covered in this article include: readiness, interests, reading as related to other subjects, reading and television, vocabulary, phonics, tests in a reading program, speed of reading, controlled reading, eye movements, visual defects, auditory and speech defects, dominance and reversals, reading and personality qualities, reading achievement and other factors, typography, diagnosis, remedial and corrective work, developmental reading, adult reading, readability, reading - today and yesterday, and needed research. In the extensive bibliography, the exact sources of the articles mentioned in the review are provided. (93 item bibliography)

211. Traxler, Arthur E. and Jungeblut, Ann, with the assistance of the Educational Records Bureau Staff. Research in Reading During Another Four Years: Summary and Bibliography, Educational Records Bulletin, No. 75. New York: Educational Records Bureau, May 1960, entire issue.

Summaries of reading research issued by the Educational Records Bureau during the period from approximately July 1, 1953, through December 31, 1957, are presented. A general summary of the research is given for the following areas -- reading readiness, interests, reading in connection with other subjects, vocabulary and vocabulary building, phonics, reading tests, testing procedures, speed, eye movements, physiological defects as related to reading, dominance and reversals, personality qualities, factors relating to reading achievement, diagnosis, remedial and corrective work, the developmental program, adult reading, and readability formulas. The time period covered was too short to indicate trends. An annotated bibliography is included; entries are coded for appropriate grade level. An alphabetical index of authors and a subject index are provided. (438 item bibliography)

212. Vernon, M. D. The Perceptual Process in Reading. The Reading Teacher, Oct. 1959, XIII, 2-8.

The findings of twenty-two studies related to what the reader perceives visually are incorporated into a general discussion of the perceptual process in reading. The relationships of these findings to the various methods of teaching beginning reading are mentioned. Examples of some of the findings discussed in the article are presented. It was noted that the acquisition of facility in well-integrated perceptual processes requires prolonged practice, much of it in tasks which are singularly difficult for young children. (22 item bibliography)

213. Vernon, M. D. I--The Investigation of Reading Problems Today. The British Journal of Educational Psychology, June 1960, XXX, 146-54.

Current methods of investigating reading problems are discussed in a critical review of 17 British and American research studies in reading. Two types of investigating techniques are examined: (1) comparison of the reading achievement of classes taught by different methods to discover the best methods of teaching reading, and (2) the selection of a group of children retarded in reading and the comparison of their characteristics with those of a group of normal or superior readers to investigate the causes of failure in learning to read. Problems and weaknesses in the methods of investigation for group studies and for individual studies are emphasized. The implications of the findings are discussed. It was concluded that more must be known about the fundamental nature of reading disability before specific causes can be singled out from the multiple factors which affect reading ability. (17 item bibliography)

214. Witty, Paul, with the assistance of Ann Coomer and Robert Sizemore. Individualized Reading--A Summary and Evaluation. Elementary English, Oct. 1959, XXXVI, 401-12, 450.

Studies related to individualized reading are summarized under the following major topics -- (1) forces leading to individualized reading, (2) definitions of individualized reading, (3) research studies on individualized reading, (4) reports of teachers, (5) reports of children, (6) characteristics of today's schools, and (7) conflicting evidence on individualized reading. All studies are analyzed and formulated into a frame of reference usable for reading programs. It was concluded that a defensible program in reading will combine the best features of both individualized and group instruction in reading. This reading program is defined as being developmental in a broad sense and possessing the following characteristics -- (1) aims to cultivate mastery of skills needed in effective reading at various levels, (2) recognizes various purposes and needs for reading, (3) depends on other experiences and activities operating in association with reading, and (4) seeks the fulfillment or extension of interests. (30 item bibliography)

215. Artley, A. Sterl. Critical Reading in the Content Areas. Elementary English, Feb. 1959, XXXVI, 122-30.

The development of critical reading through instruction in content areas is discussed. Critical reading is described as the process of judging with severity the ideas expressed by a writer. The following areas are surveyed: the relation of critical to literal reading; factors that predispose a reader to do critical reading in content areas such as intelligence, freedom from biases and prejudices, background of experience, and legitimate purposes for engaging in critical reading; the basic abilities of critical reading; and, where and on what levels critical reading should be developed. It is pointed out that the development of critical reading ability is a responsibility faced by all teachers since it involves both an understanding of the factors that condition a high level of critical reading and a knowledge of the skills and abilities that go into the act of critical analysis for each content area. (31 item bibliography)

216. Eller, William and Dykstra, Robert. Persuasion and Personality: Readers' Predispositions as a Factor in Critical Reading. Elementary English, Mar. 1959, XXXVI, 191-97, 202.

Investigations made to determine the effects of biases and attitudes on critical reading ability are surveyed. The paucity of research on school age children is noted. One study designed to find the relationship between students' attitudes toward a subject and their ability to read critically about that subject is summarized. Studies on the effects of mass media of communication on the individual are described. Examinations of the predispositions of readers, listeners, or viewers are considered under two categories -- (1) individual considerations, and (2) social and cultural considerations. (30 item bibliography)

217. Gray, William S. New Approaches to the Study of Interpretation in Reading. Journal of Educational Research, Oct. 1958, LII, 65-67.

The contributions of eleven reading research studies, published from 1912 to 1957, to the improvement of techniques for the study of interpretation in reading are examined. Thorndike's 1917 study, an attempt to identify objectively the processes involved in understanding what is read, and Judd and Buswell's study of different types of silent reading are discussed as milestones in the development of techniques of studying reading interpretation. Also included in the discussion are studies attempting to identify through the use of various correlation techniques the factors which exert most influence on comprehension. Several studies based on retrospective and introspective techniques, used quite frequently

by more modern investigators, are described. In such studies, individual interviews and analysis of oral responses which are usually taped are used. (11 item bibliography)

218. Gray, William S. Summary of Reading Investigations, July 1, 1957 to June 30, 1958. Journal of Educational Research, Feb. 1959, LII, 203-21.

A summary and annotated bibliography of 118 reading investigations published from July 1, 1957, to June 30, 1958, is given. Sixteen summaries of research in specific areas of reading are listed and four books are discussed. Significant research findings are reported briefly under the headings (1) the sociology of reading, (2) the physiology and psychology of reading, and (3) the teaching of reading. (118 item bibliography)

219. Huelzman, Charles B. Some Recent Research on Visual Problems in Reading. American Journal of Optometry and Archives of American Academy of Optometry, Nov. 1958, XXXV, 559-62.

Nine research studies on visual problems in reading published since 1950 are organized and examined. The studies relate to outline form perception, to the use of the tachistoscope, and to general visual achievement. By bringing these studies into focus, contrasts and controversies apparent among recently published research are revealed. (9 item bibliography)

220. Lynn, R. Disparity of Attainment in Reading and Arithmetic. British Journal of Educational Psychology, Nov. 1958, XXVIII, 277-80.

A discussion of the disparity of attainment in reading and arithmetic is reported. The criticisms of Reed and Schonfield are considered. Interpretations of studies concerned with the relationship between anxiety and good verbal ability in relation to perceptual and performance ability are discussed. (15 item bibliography)

221. Richardson, J. A. Physical Factors in Reading Failure. Australian Journal of Educational Psychology, Apr. 1958, II, 1-10.

A study was conducted to discover consistent causal factor patterns entering into reading failure. Each of the 97 children selected for the retarded group was matched with one in the successful reader group on the bases of chronological age, ACER Junior Non-Verbal Intelligence Quotient, sex, nationality, and physical factors. Each of these 194 children was subjected to an intensive case study covering (1) family and personal background, (2) educational history, (3) personality and behavior characteristics, (4) present physical condition and developmental history, and (5) diagnostic reading tests. Medical and vision tests were given each child. Information was collected on 85 factors of possible significance in reading success or failure. Of these,

27 were considered in the final analysis. Clear differences between the retarded and successful children were related to functional deviations such as nail biting, thumb sucking, constant facial contortions, tics, masturbation, and extreme restlessness. Differences between groups of severely physically handicapped, retarded and successful readers were also reported. (12 item bibliography)

222. Russell, David H. Some Research on the Impact of Reading. The English Journal, Oct. 1958, XLVII, 398-413.

A review of 73 articles published from 1917 to 1957 concerning the effects of reading materials upon the individual is presented. The following four categories are discussed -- the characteristics of materials read, the content of ideas communicated, the traits of the reader, and overt responses made. It was suggested that reading by itself has little effect on a person's deeper layers of feeling and behavior. It was concluded that the impact of reading is a resultant of numerous and interacting variables, such as the nature of the message, the structure of the situation, the reader's previous experiences and expectations, and his personality and value system. (73 item bibliography)

223. Shibles, Burleigh H. How Many Words Does a First-Grade Child Know? Elementary English, Jan. 1959, XXXVI, 42-47.

Research on the measurement of the understanding vocabulary of first-grade children is reported. The Seashore-Eckerson English Recognition Vocabulary Test was given to 183 bilingual and monolingual pupils in 7 Maine elementary schools. The children, in five monolingual and two bilingual class groups, were tested individually in an interview-type situation lasting approximately 35 minutes. The mean basic, derived, and total understanding vocabulary of the scores were obtained for the seven schools. The mean basic vocabulary of the monolingual children tested was 18,925 words, derived, 7,438 words; and total, 26,363 words. The mean basic vocabulary of the bilingual children tested was 12,167 words, derived, 5,680 words, and total, 17,847 words. The median IQ and the total understanding vocabulary score of the bilingual group were substantially lower than the two scores for the monolingual group. The suitability of the California Test of Mental Maturity and the Seashore-Eckerson English Recognition Vocabulary Test for use in obtaining intelligence quotients and total understanding vocabulary estimates of these bilingual first-grade children was questioned. The results of this study were compared with the results of a similar study made by Mary K. Smith in 1941. Eight conclusions are drawn. (14 item bibliography)

224. Socher, E. Elona. The Nature of Critical Reading. Elementary English, Jan. 1959, XXXVI, 47-58.

The nature of critical reading was investigated. An attempt was made to identify basic factors affecting the development of

the specific skills and abilities necessary for fostering critical reading. Three definitions of critical reading and studies dealing with each are identified as follows: (1) as a major heading under comprehension; (2) as higher-level comprehension abilities in general; or (3) as a rather specific comprehension ability. Three groups of factors in factor analysis studies are discussed -- "word", "verbal", and "abstract reasoning" factors. Studies are cited dealing with thinking as an inherent part of reading and with critical thinking as one segment of "thinking" in general. Research studies in the areas of experiences, concepts, and language-development are reviewed. It was concluded that literal and critical reading cannot be differentiated either on the basis of thinking processes or the language-experience relationships. Instead, differentiation can be made on the basis of the reader's purpose for reading (literal reading) as contrasted with his need to deal with the facts in some way (critical reading). (97 item bibliography)

225. Spache, George D. Good Reading for Poor Readers. Champaign, Ill.: The Garrard Press, 1958.

The factors influencing children's preferences for books and other reading matter are discussed in the first chapter of this fourth edition which contains over 500 additions and revisions. The effect of physical make-up and format of the book upon children's choices is described, and the nature of the psychological process of interaction of a child and a story is clarified. The values of the approach to estimating reading difficulty of books by readability formulas are reviewed. Lists of trade books useful with poor readers, adapted and simplified materials, textbooks, workbooks, and games, magazines, newspapers, series books, book clubs, indexes, and reading lists are presented. A chapter on programmed material is included. The Spache Readability Formula, an author index, a title index, and a publishers' directory are appended.

226. Tinker, Miles A. Recent Studies of Eye-Movements in Reading. Psychological Bulletin, July 1958, LIV, 215-31.

A summary of 72 bibliographies, critical evaluations, summaries, and studies of eye movements in reading, published from January, 1945, to October, 1957, is presented. The articles reviewed are grouped under the following headings: (1) techniques of measurement, (2) analysis of the reading process, (3) training to improve eye movements, (4) typography and eye movements, and (5) eye movements and fatigue. A brief summary of the research is given. (72 item bibliography)

227. Witty, Paul A. and Sizemore, Robert A. Studies in Listening, I: Relative Values of Oral and Visual Presentations. Elementary English, Dec. 1958, XXXV, 583-52.

Studies of the relative values of visual and oral presentation as avenues for learning, published from 1894 to 1958, (part 1 in a series of three articles on research in listening) are summarized in chronological order. Nine conclusions drawn from the studies surveyed are listed. (25 item bibliography)

228. Witty, Paul A. and Sizemore, Robert A. Studies in Listening, II: Relative Values of Oral and Visual Presentations. Elementary English, Jan. 1959, XXXVI, 59-70.

Twenty-three studies in listening, part 2 in a series on listening, published from 1897 to 1958, emphasizing the relative values of oral and visual presentation are summarized. Specific topics discussed are (1) the effectiveness of lecture presentation as compared with reading; (2) the value of oral presentations accompanying the seeing of movies, compared with reading the same stories or hearing them told; (3) the relative merits of oral versus written examinations; and (4) the relative effectiveness of oral versus visual presentation of advertising materials. Conclusions are drawn from the research in each of these four areas of listening. (23 item bibliography)

229. Witty, Paul A. and Sizemore, Robert A. Studies in Listening, III: The Effectiveness of Visual and Auditory Presentations with Changes in Age and Grade Levels. Elementary English, Feb. 1959, XXXVI, 130-40.

Investigations dealing with the effectiveness of auditory and visual presentations in association with changes in age and grade level, with the use of certain types of materials, with the difficulty of materials and the rate of presentation, with the effect of length of the presentation, and with the relative values of the readability formula in listening and in reading are summarized. It was concluded that any difference in learning efficiency may be traced not to the visual or to the auditory presentation, but to factors such as the difficulty or the nature of the materials to be learned, the way in which the material is presented, and its suitability in terms of the experience and interests of the groups studied. Apparently, most of the experiments on listening have failed to take into account the significance of the interest factor. Suggestions are made for further research. (20 item bibliography)

1958

230. Bliesmer, Emery P. Review of recent research on college and adult reading. Significant Elements in College and Adult Reading Improvement (Oscar S. Causey, Ed.). The Seventh Yearbook of the National Reading Conference for Colleges and Adults, Fort Worth, Texas: Texas Christian University, 1958, 101-14.

A review of research in college and adult reading from 1955 to 1957 is reported. The research is grouped under the following headings--(1) descriptions and evaluations of programs, (2) materials related to reading programs, (3) tests and testing, (4) reading and study habits, skills, and relationships, and (5) reading ability and academic achievement. (50 item bibliography)

231. Chall, Jeanne S. Readability: An Appraisal of Research and Application. Ohio State University Studies, Bureau of Educational Research Monographs, No. 34. Columbus, Ohio: Ohio State University, 1958.

Research on readability concerned with ease or difficulty of reading is summarized, evaluated, and applied to formal education and other areas in this monograph designed as a readability reference book. The monograph is divided into the following sections--(1) an introduction, which discusses the varying concepts of readability, (2) surveys and experimental studies in readability, (3) quantitative associational studies in readability, (4) reliability of readability techniques, (5) validity of readability techniques, (6) experimental validity, (7) applications of readability measurement to education, (8) applications of readability to other fields, including government publications, journalism, health and welfare organizations, tests and questionnaires, (9) and a summary and conclusions which indicate some strengths and weaknesses of present readability research and application, and suggesting areas for further research. Twenty-two tables, and extensive author and subject indexes are included. The 256 studies on readability are classified under the following headings in the bibliography--(1) reviews, (2) readability measurement, (3) word lists, (4) reliability of readability techniques, (5) validity of readability techniques--cross-validation and comparative studies, (6) experimental validity, (7) applications of readability to education, (8) applications in adult education, (9) applications in journalism, industry, and government, (10) tests and questionnaires and other applications, (11) principles of readability applied to writing, (12) interest and readability, (13) typography and readability, and (14) readability of foreign languages. (256 item bibliography)

232. De Boer, John J. What does research reveal about reading and the high school student? English Journal, May, 1958, XLVII, 271-81.

Some of the major findings of research relative to the characteristics of the student in reading in the secondary school are described. Professional literature about the adolescent and his reading was surveyed for important generalizations. Individual differences, reading interests, and interrelationships between reading and other factors are discussed. (43 item bibliography)

233. Early, Margaret J. What does research tell the classroom teacher about the basic causes of reading disability and retardation? Improving Reading in the Junior High School, U. S. Department of Health, Education and Welfare, Office of Education, Bulletin No. 10, 1957, 16-25.

The basic causes of reading disability and retardation, especially in the junior high pupil, are discussed in a summary of 45 research articles and books published from 1930 to 1956. The following causes of reading disability are discussed--(1) mental factors, (2) physiological causes such as vision, hearing loss, speech defects, neurological difficulties, malnutrition, infections, and endocrine disturbances, (3) personality factors, (4) environmental and social factors, and (5) educational causes, including lack of adequate background, failure to master the early elements of reading, lack of instruction adjusted to the level and learning rate of the child, and acquisition of faulty habits which impede progress. Recommendations for further research and implications for the classroom teacher are included in the concluding statement. (45 item bibliography)

234. Gray, William S. Summary of reading investigations July 1, 1956 to June 30, 1957. Journal of Educational Research, February, 1958, LI, 401-435.

Ninety-six research articles in reading from July 1, 1956 to June 30, 1957, are summarized under the following headings--(1) the social role and implications of reading--extent of newspaper and magazine reading, content of newspapers, and effect or value of reading, (2) the physiology and psychology of reading--significant interrelationship of factors, perception and vision, reversals, relationship between perceptual and intellectual processes, intellectual or cognitive processes, interests, factors associated with slow learners, personality and emotional factors among non-achievers, interrelationships of aspects of reading among disabled readers, reduction of stuttering in oral reading, and hygiene of reading, (3) the teaching of reading--pupil achievement, reading readiness and factors influencing early progress in reading, phonics and word discrimination, vocabulary studies, evaluation of materials, methods, teacher behavior in promoting learning, content fields, mass media, remedial problems at particular grade levels, interests, reading improvement in high school and college, improvement programs for industry and government agencies, readability, and reading tests. (96 item bibliography)

235. Hanlon, Helen. What does research reveal about materials for teaching reading? English Journal, May 1958, XLVII, 282-88.

Materials for teaching reading which were used successfully in the Detroit Public Schools are discussed. Printed materials listed include workbooks devoted to skill building, high interest-low reading level materials such as novel adaptations and historical biographies, magazines designed for school use, sets of books dealing with a particular area of interest, diagnostic and practice materials for developing specific skills as well as mechanical devices. References include student materials and materials for the teacher. (57 item bibliography)

236. Jewett, Arno. What does research tell about the reading interests of junior high school pupils? Improving Reading in the Junior High School, U. S. Department of Health, Education and Welfare, Office of Education, Bulletin No. 10, 1957, 26-33.

Recent research studies dealing with reading interests of junior high pupils are described. In a recent controlled experiment involving 100 ninth grade pupils in a large metropolitan high school, a definite relationship was found between a pupil's interest in fiction and his comprehension of it. In a study concerning the readability and interest of selected books for 113 retarded readers in grades 4-8, it was found that when the interest in the book was high the pupils tended to read above their measured reading levels. A definite relationship was seen between a pupil's interest in a book and his rating of its difficulty, in a study dealing with the readability and interest of 20 simplified books for retarded readers in grades 7-12. In general, agreement was found in the literature in specific areas of interest. Animal stories, exciting adventure stories, mystery stories which are not too involved and which include young people, certain areas of humor, and patriotic stories are cited as favorite types for both boys and girls. Biographies which describe the youth of famous people are enjoyed by average and bright pupils. Stories of science, aviation, and outdoor life are favorites with boys, and stories dealing with dating, romance, sentiment, and family relationships appeal to girls. A discussion of the relationship of research to the reading interests of the individual is given. (11 item bibliography)

237. Johnson, Marjorie Seddon. Factors related to disability in reading. Journal of Experimental Education, Sept. 1957, XXVI, 1-26.

Investigations into factors other than general mental retardation which might cause or contribute to reading difficulty are summarized. The dates of the studies reviewed range from 1896, when the English investigator W. P. Morgan introduced the term congenital word-blindness, to 1953. The reviews are grouped according to areas of investigation -- (1) acquired and congenital disability in reading, (2) relationships of selected factors to

reading disability, (3) visual functioning, (4) auditory functioning, (5) speech and language development, (6) dominance, (7) reversal tendency, (8) memory span, (9) associative learning ability, and (10) social and emotional adjustment. These same areas are discussed in the summary. (179 item bibliography)

238. Karlin, Robert. Machines and reading: a review of research. Clearing House, Feb. 1958, XXXII, 349-52.

Research investigating the value of mechanical devices in teaching reading which was reported from 1939 to 1956 is reviewed. Three types of machines were investigated -- flashmeters, pacers, and films. Studies are reported at the elementary, secondary, college, and adult levels. Gains in reading rate achieved through the use of mechanical devices were reported in several studies. In 11 of 12 studies contrasting natural reading and machine reading, it was found that the groups that received training in natural reading either equaled or surpassed the machine-trained groups in rate of reading. It is suggested that outcomes in speed of reading similar to those achieved through the use of special instruments may be expected from suitable reading instruction. The financial investment for the purchase of reading machines is questioned. (13 item bibliography)

239. McCullough, Constance M. What does research reveal about practices in teaching reading? English Journal, Nov. 1957, XLVI, 475-90.

Certain practices in teaching reading supported by research are summarized. The following areas of reading instruction are covered in the research articles reviewed: developing vocabulary, developing comprehension, developing speed of reading, developing tastes and appreciation, grouping for instruction, and evaluating growth in reading skills. (119 item bibliography)

240. McCullough, Constance M. Reading. Language Arts and Fine Arts, Review of Educational Research, Apr. 1958, XXVIII, 96-106.

Seventy-seven representative studies in reading for the years 1955 through 1957 are summarized under the following headings -- (1) general reading status of school and adult populations, (2) factors related to reading, (3) developmental programs, (4) improvement of reading, (5) vocabulary, (6) word analysis, (7) comprehension, and (8) materials for reading. A brief evaluation of the quality of the research is given. (77 item bibliography)

241. Smith, Nila B. What research says about phonics instruction. Journal of Educational Research, Sept. 1957, LI, 1-9.

Research dealing with phonics instruction is summarized. The historical phases of high interest in phonics from 1890 to 1920 and from 1940 to 1957 are reviewed. Four major questions concern-

ing phonics instruction are considered -- (1) are the schools teaching phonics at the present time, (2) should we teach phonics, (3) when should phonics instruction begin, and (4) how should we teach phonics. The individual studies dealing with each question are cited and discussed. (24 item bibliography)

242. Spache, George D. A rationale for mechanical methods of improving reading. Significant Elements in College and Adult Reading Improvement (edited by Oscar S. Causey). The Seventh Yearbook of the National Reading Conference for Colleges and Adults. Fort Worth, Texas: Texas Christian University Press, Mar. 1958, 115-132.

A review of the literature from 1934 through 1957 reporting the results of mechanical methods of improving reading is presented. The relative values of mechanical training are discussed for rate of reading, word recognition, eye movements, regression, duration of fixation, perceptual span, number of fixations, and permanent gains in reading rate. What mechanical training does accomplish and what it should accomplish are discussed, and suggestions are made for the most effective use of mechanical devices. (54 item bibliography)

243. Spache, George D. Improving reading skills in the subject matter areas. Significant Elements in College and Adult Reading Improvement (edited by Oscar S. Causey). Seventh Yearbook of the National Reading Conference for Colleges and Adults. Fort Worth, Texas: Texas Christian University, 1958, 30-38.

A review of current (1958) efforts in the secondary schools to improve reading skills in the subject-matter areas is made. Twelve secondary reading improvement programs and several summaries of reading improvement efforts are analyzed according to (1) skills and objectives stressed, (2) organization, (3) training materials and devices, (4) research problems in content reading, (5) difficulties in organizing reading improvement programs, and (6) specific suggestions based on existing reading programs, including interesting or valuable techniques. (25 item bibliography)

244. Traxler, Arthur E. What does research suggest about ways to improve reading instruction? Improving Reading in the Junior High School. U. S. Department of Health, Education and Welfare, Office of Education, Bulletin No. 10, 1957, 5-15.

Generalizations about methods of improving reading instruction drawn from 40 research articles published from 1933 to 1955 are presented. The following twelve areas of reading are discussed with special emphasis on the junior high school -- (1) the need for improvement of reading instruction in public schools, (2) the role of interests in reading, (3) the main areas of reading instruction commonly explored in reading improvement experiments, (4) the relationship between rate and comprehension and relative

stress on each in junior high, (5) the value of eye movement training, (6) methods of improving vocabulary in junior high, (7) the relationship between reading ability and achievement in the content fields and methods of improving content reading, (8) the value of group corrective instruction in junior high, (9) the number of schools handling cases of extreme reading disability, (10) the value of developmental reading programs at junior and senior high school levels, (11) the relationship between personality problems and reading difficulties, and (12) the greatest needs for research on the improvement of reading ability above elementary school level. (40 item bibliography)

245. Wollner, Mary H. B. Some European research in reading disabilities. Education, May 1958, LXXVIII, 555-60.

Educational centers in Austria, Germany, and France were visited, and the differences and similarities in their current practices and procedures in regard to reading disabilities were investigated. Findings of the research are discussed for each country and are summarized for the three countries as follows. (1) Europeans are aware of the problem of reading disability. (2) The definitions of reading disability stress its complex etiology and represent considerable agreement in the descriptions of its origins and nature. (3) Some observers approach the diagnosis from a medical-neurological vantagepoint, some from a psycho-pedagogical or developmental vantagepoint, and some from a sociological vantagepoint. (4) The inability of teachers without special backgrounds to help dyslexic pupils is noted. And (5) there is a wide variety of practice in respect to remedial procedures. (12 item bibliography)

1957

246. Betts, Emmett Albert. Research on reading as a thinking process. Journal of Educational Research, September, 1956, L, 1-15.

Three doctoral dissertations related to critical thinking in reading situations are reviewed. (1) Artley, A. Sterl, A Study of Certain Relationships Existing Between General Reading Comprehension and Reading Comprehension in Specific Subject Matter Areas, (2) Maney, Ethel Swain, Literal and Critical Reading in Science, (3) Sochor, E. Elona, Literal and Critical Reading in Social Studies. A discussion of some of the implications drawn from the studies is given under the following headings--Basic Reading Instruction, Reading Capacity Tests, Reading Achievement Tests, and Reading Clinics. (28 item bibliography)

247. Betts, Emmett Albert. Phonics: practical considerations based on research. Elementary English, October, 1956, III, 357-71.

Research investigations related to phonics as an essential element in learning to read are surveyed. The historical development of phonics from 1534 to the present day is traced. The discussion is limited to phonics in reading rather than in listening, speaking, or spelling. Emphasis is placed upon the broad concept of phonics and its place in beginning reading. Several points of view toward the importance of phonics are discussed. The need for experimental studies in the area of methodology is noted. (199 item bibliography)

248. Causey, Oscar S. Recent and current research in college reading. Techniques and Procedures in College and Adult Reading Programs, Sixth Yearbook of the Southwest Reading Conference for Colleges and Universities (Oscar S. Causey, Ed.). Fort Worth, Texas: Texas Christian University Press, 1957, 114-20.

A review of current research in college reading is given. Directors of college reading programs, heads of departments of psychology and education in all of the state universities and 150 other larger colleges and universities reported research relating to improvement of reading in college. Research is listed and annotated in three categories--research in progress, research recently completed, but not published, and research recently completed and published. (32 item bibliography)

249. Dale, Edgar, and Reichert, Donald. Bibliography of Vocabulary Studies: Revised Edition, 1957. A Payne Fund Communication Project. Bureau of Educational Research, Ohio State University, 1957.

A bibliography in booklet form containing all published vocabulary studies through 1955 as well as many unpublished theses

and dissertations is presented. Included in this revision of the 1949 issue are 2601 titles arranged in 26 groups. The titles within each group are listed alphabetically. An author index is included. (approx. 2300 item bibliography)

250. Daniels, J. C., and Diack, H. Progress in Reading: A Comparative Study of Success and Error in Children Taught by Different Methods. Nottingham, England: University of Nottingham, Institute of Education, 1956.

An investigation is reported in which two main groups of children who had not learned to read were taught by two methods of reading instruction for one year. The report has 10 parts including the word recognition tests, a comparison of the test scores of Groups A and B, analysis of errors, and categories of reading error. The subjects were seven- and eight-year old non-readers. Group A had 44 children taught in one class by the phonic word-method as developed by the authors and described in detail. Group B had three sub-groups of 25, 20, and 10 children who were taught by a mixed methods approach (essentially whole words with incidental phonics). Results were measured by specially constructed tests, four single-word recognition and two sentence reading, which the children read aloud. Group A was significantly superior in word recognition. An analysis of errors, made possible by tape recording the tests, is included. Tables are given. (38 item bibliography)

251. Figurel, J. Allen. What research says about phonics. A Report of the Twelfth Annual Conference and Course on Reading. University of Pittsburgh, June 18-29, 1956, 106-24.

Twenty-eight research articles concerning phonics are reviewed. The articles are grouped under four categories--phonics vs. look-say, readiness, teaching of phonics, and child development. Conclusions and implications are listed. (28 item bibliography)

252. Furness, Edna Lue. Should reading and spelling be taught separately? Clearing House, October, 1956, XXXI, 67-70.

Certain abilities common to reading and spelling are pointed out. Implications for the teaching of these two arts at the elementary, secondary and college levels are discussed. A brief summary of the relation of spelling and reading in early education is given. (17 item bibliography)

253. Gray, William S. Summary of reading investigations: July 1, 1955 to June 30, 1956. Journal of Educational Research, February, 1957, L, 401-41.

A summary of reading investigations from July 1, 1955 to June 30, 1956 is given. The research is discussed under three headings--(1) the sociology of reading, (2) the psychology and physiology of reading, and (3) the pedagogy of reading. (116 item bibliography)

254. Lynn, R. The temperamental characteristics related to disparity of attainment in reading and arithmetic. British Journal of Educational Psychology, February, 1957, XXVII, 62-67.

The results of an investigation of the relation of levels of attainment in reading and arithmetic to temperamental characteristics, especially feelings of anxiety, are reported. Previous studies suggested the hypothesis that there was a general relationship between anxiety, and good reading, and arithmetic. The relation of anxiety to reading-arithmetic disparity was studied among (a) a group of 80 unselected normal boys and girls attending a primary school and (b) 45 normal boys attending a secondary modern school. All were given appropriate forms of the Schonell Graded Reading Test, attainment tests in arithmetic, and anxiety tests. A disparity score was derived by subtracting the arithmetic age from the reading age. The results of the anxiety tests and their relation to attainment disparity are given. In both groups there was a tendency for anxious children to be better in reading than in arithmetic. For primary children the relation of anxiety to attainment disparity was significant at the 5 percent level. This tendency might be due to the greater amount of time which anxious children spend on reading as a way of dealing with their anxieties and finding satisfaction in fantasy. Several hypotheses for further research are suggested. Tables are included. (29 item bibliography)

255. Postman, Leo, and Rosenzweig, Mark R. Perceptual recognition of words. Journal of Speech and Hearing Disorders, June, 1957, XXII, 245-53.

Studies related to the relative influence of frequency of past exposure and/or the frequency of past usage of the stimuli as a critical variable in word recognition are reviewed. The studies are arranged and discussed under the following topics--(1) frequency of usage and recognition thresholds, (2) past exposure vs. past usage as determinants of word recognition, (3) experimental control of frequency of usage, (4) transfer across sense modalities, and (5) pre-recognition errors. On the basis of the cited studies, it was concluded that the recognition of verbal stimuli appears influenced to an important degree by the verbal habits of the perceiver, that the speed of recognition of an item depends on the frequency with which this item has been discriminated and used in the past, and that improvement in word recognition can be achieved through strengthening and differentiation of verbal habits. (12 item bibliography)

256. Reed, James C., and Pepper, Roger S. The interrelationship of vocabulary, comprehension and rate among disabled readers. Journal of Experimental Education, June, 1957, XXV, 331-37.

The interrelationship of rate, vocabulary, and comprehension of approximately 2,000 students enrolled in freshman English at Wayne University and characterized as having a reading disability

was investigated. The Triggs Diagnostic Reading Tests were used as basis for initial classification. Three studies were made for students who were chosen (1) on the basis of rate and comprehension, (2) according to rate and vocabulary scores, and (3) according to vocabulary and comprehension scores. In each study the individuals were divided into four groups. The high-high achievers and the low-low achievers were considered controls. The other two experimental groups were the high-low who scored at or above the 80th percentile on one subtest and below the 20th on another, and the low-high who scored just the opposite of the high-low group. These two groups were defined as disabled readers. From each classification, 25 persons were selected at random. Results were tabulated and are interpreted with possibly no significance for interrelation. Under the assumption of additivity, improvement in one area of reading might contribute to proficiency in another, and the variables studied seem to operate among deviates in the same way as for a normal population. The findings also suggest that it does not appear profitable to use rate as a measure of potential reading ability. (12 item bibliography)

257. Simon, J. French research in the teaching of reading and writing. Journal of Educational Research, February, 1957, L, 443-59.

A summary of research on the teaching of reading and writing in France from 1905 to 1955 is given. Major developments in education, with emphasis on reading and writing, are described briefly for two periods--(a) 1905 to 1940 and (b) 1945 to 1955. The discussion of reading focuses on the common reading methods (synthetic, global, and eclectic) and four special remedial methods. Three groups of important reading research by Dr. Ajiuragguerra, Dr. Roudinesco and Dr. Trelat, and Dr. C. Launey are described. A brief summary of the limited research which has been done on writing in France is included. Suggestions are made for further research. (38 item bibliography)

258. Sommerfeld, Roy E. Some recent research in college reading. Techniques and Procedures in College and Adult Reading Programs, Sixth Yearbook of the Southwest Reading Conference for Colleges and Universities (Oscar S. Causey, Ed.). Fort Worth, Texas: Texas Christian University Press, 1957, 56-72.

A review of research and pertinent other articles published during 1956 and the latter months of 1955 is given. A majority of the articles relate directly to college reading. Several refer to high school and industrial settings. Areas of research represented are typography, the relationship of readability and understandability, factors related to reading such as listening ability, knowledge of grammar, emotions and personality, reading and college success, speed versus comprehension, testing, and descriptions and effectiveness of specific programs of reading improvement. (53 item bibliography)

259. Zachrisson, B. Studies in the Readability of Printed Text with Special Reference to Type Design and Type Size: A Survey and Some Contributions. Stockholm, Sweden: The Graphic Institute, 1957. (See also Some Experiments with Children Regarding the Readability of Printed Text, Research Bulletin No. 9, December 1956, the Institute of Education, University of Stockholm, 8 Observatoriegatan.)

An investigation concerning two aspects of the visual image presented by the printed word and their influence upon the readability of printed text, when read by children, is reported in book form. Chapter I discusses language and psychological background. Chapter II relates previous studies in readability. Chapter III discusses the experiments regarding type design, and Chapter IV discusses experiments regarding type size. Appendices and conclusions are included. (200 item bibliography)

Author Index

Numbers refer to items in the bibliography. Items by more than one author are indexed under each author.

A

Artley, A. Sterl, 215
Ashcroft, S. C., 1

B

Barnes, Robert F., 42
Barrett, T. C., 2, 9
Barton, Allen A., 80
Bateman, Barbara, 3
Becker, Samuel L., 169
Belden, Bernard R., 124
Berg, Paul Conrad, 81-2
Betts, Emmett Albert, 83, 152, 246-7
Bliesmer, Emery P., 43, 84, 125, 153, 170, 192, 230
Blount, N. S., 4
Bradtmueller, Weldon G., 47
Burns, Paul C., 21, 61, 103
Bush, Blanche O., 5

C

Carlson, Elwood, 50
Causey, Oscar S., 248
Ceravolo, Geraldine C., 102
Chall, Jeanne S., 100, 231
Clymer, Theodore, 171
Condon, Edwyna F., 10
Coomer, Ann, 214
Cranney, A. Garr, 85
Cutts, Warren G., 118

D

Dale, Edgar, 86, 249
Daniels, J. C., 250
Deal, Margaret, 44
De Boer, John J., 232
De Hirsch, Katrina, 126
Della-Piana, Gabriel, 87
Deverell, A. Frederick, 45, 193
Diack, H. 250
Dockrell, W. B., 194
Dramer, Dan S., 160, 178, 205

Duker, Sam A., 45, 127-8
Durrell, Donald D., 88
Dykstra, Robert, 216

E

Eames, Thomas H., 195
Early, Margaret, 154, 233
Eller, William, 89, 216
Endler, Norman S., 46
Ennis, Philip H., 90
Entwisle, Doris R., 196

F

Fay, Leo C., 47
Figurel, J. Allen, 251
Fisher, Joseph A., 129
Fox, Gudelia A., 48
Fox, Raymond B., 48
Furness, Edna Lue, 252

G

Gagon, G. S., 6
Gaver, Mary Virginia, 91
Gray, William S., 197, 217-8, 234, 253
Groff, Patrick, 92, 130
Grotberg, Edith H., 7
Gunderson, Doris V., 8, 117, 119
Gurren, Louise, 49

H-I

Hanlon, Helen, 235
Harley, R. K., 1
Harris, Theodore L., 9, 50, 93, 131-2, 155
Haugh, O. M., 10
Henry, Nelson B., 172
Hill, Walter, 173
Hillerich, R. L., 11
Hollingsworth, Paul M., 51
Holmes, Jack A., 94, 174
Hostetter, Carol A., 65
Hubrig, B., 34
Huelsman, Charles B., 219
Hughes, Ann, 49
Huus, Helen, 95
Isaacs, Ann F., 96

J

Jensen, J. Vernon, 156
 Jewett, Arno, 236
 Johnson, Marjorie Seddon, 237
 Josephina, C. J. S., Sister, 198
 Jungeblut, Ann, 97, 211

K

Karlin, Robert, 199, 200, 238
 Kephart, N. C., 12
 Ketcham, Mrs. H. E., 13
 Ketchum, E. Gillet, 98
 Kingston, Albert J., 14-8, 52
 Klare, George R., 99

L

Ladley, Dorothea Macie, 62
 Langman, Muriel Potter, 175
 Lee, Wayne D., 53
 Lennon, Roger T., 157
 Lockwood, J. Bryce, 201
 Lofthouse, Yvonne M., 133
 Lokke, Virgil, 177
 Lorge, Irving, 100
 Lowe, Alvin J., 125, 153
 Lynn, R., 220, 254

M

Macdonald, James B., 59
 Mackintosh, Helen K., 134
 Main, Porter, 158, 177
 Malmquist, E., 19
 Mason, G. E., 20
 McCullough, Constance M., 202, 239-40
 McDonald, Arthur S., 54-8, 176
 Moore, Walter J., 135
 Moscovici, Serge, 101
 Murphy, Helen A., 88
 Muskopf, Allan F., 23, 64, 104, 139

N-O

National Conference on Research in English, 136
 Noall, Mabel S., 102
 Nudelman, Barbara, 50
 Otto, Wayne, 9

P

Palmer, Robert D., 60
 Pepper, Roger S., 256
 Petty, Walter T., 21, 61, 103, 137
 Pidgeon, D. A., 203
 Plessas, Gus P., 62
 Postman, Leo, 255
 Poulton, E. C., 159
 Prater, Norma J., 20

R

Rankin, Earl F., Jr., 138, 204
 Raph, Jane B., 22
 Ray, Darrel D., 63
 Razik, Taher, 86
 Reed, James C., 256
 Reichert, Donald, 249
 Richardson, J. A., 221
 Robinson, H. Alan, 23, 64, 104, 139, 160, 178, 205
 Robinson, Helen M., 24, 65, 105, 140, 161, 171, 179
 Rose, I. M., 25
 Rosenzweig, Mark R., 255
 Ruddell, R. B., 26
 Russell, David H., 66, 180, 184, 222

S

Sampson, Olive C., 27
 Sartain, Harry W., 181
 Sayles, Daniel G., 162
 Schick, George B., 141
 Schneyer, J. Wesley, 106
 Schramm, Wilbur, 107
 Schwartz, Edward, 177
 Shafer, Robert E., 182
 Shibles, Burleigh H., 223
 Simon, J., 257
 Singer, Harry, 28, 94
 Sizemore, Robert, 142, 214, 227-9
 Smith, Helen K., 24
 Smith, Nila Banton, 183, 241
 Socher, E. Elona, 224
 Sommerfeld, Roy E., 258
 Spache, George D., 108, 163, 225, 242-3
 Spencer, Peter L., 184
 Spreen, O., 29
 Staiger, Ralph C., 68, 143, 185, 206
 Standish, E. J., 207
 Strang, Ruth, 144

Strickland, Ruth G., 109
Strom, Ingrid M., 69, 110, 145, 164, 186-7
Summers, Edward G., 34, 47, 71, 146-8, 165

T

Taylor, S. E., 35
Tinker, Miles A., 111, 208, 226
Townsend, Agatha, 36-9, 72-8, 112-6, 149-50, 166-8, 188-9, 209
Traxler, Arthur E., 97, 210-11, 244
Troidahl, V. C., 40

V

Vernon, M. D., 212
Vite, Irene W., 190

W

Weaver, Wendell W., 151
Weingarten, Samuel, 120
Weintraub, Samuel, 24, 65
Wilder, David E., 80
Wilkerson, Doxey A., 41
Williams, Joanna P., 79
Wittick, Mildred Letton, 121
Witty, Paul A., 122, 191, 214, 227-9
Wollner, Mary H. B., 245

Z

Zachrisson, B., 259
Ziller, Robert C., 123